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ABSTRACT

This document presents a selection of teacher designed activities to help meet the needs of gifted and talented students. The four teaching units focus on creativity, independent study, critical thinking, and communication skills. Introductory material explains how the teachers of Parkland County (Alberta) worked together in informal and structured sharing as well as formal projects to develop the materials. The first unit, "Primarily Puppets", is intended to develop creativity in grades 1 to 3 in the subject areas of language learning, drama, and art. The second unit is titled "Munch on Munsch". It focuses on the development of independent study through language learning, art, music and math in grades 1 to 3 and on the development of leadership and social skills in grades 4 to 6. Activities can be used by cross graded pairs of students or by groups in which upper elementary students help younger learners. "Clean Up Your Act" helps students in grades 4 to 6 apply critical thinking skills to the concepts of waste management. Finally, "Signed, Sealed and Delivered" uses letters from history and literature to encourage junior high students to read and write letters themselves. Each unit contains a large variety of activities and complete instructions. (DB)

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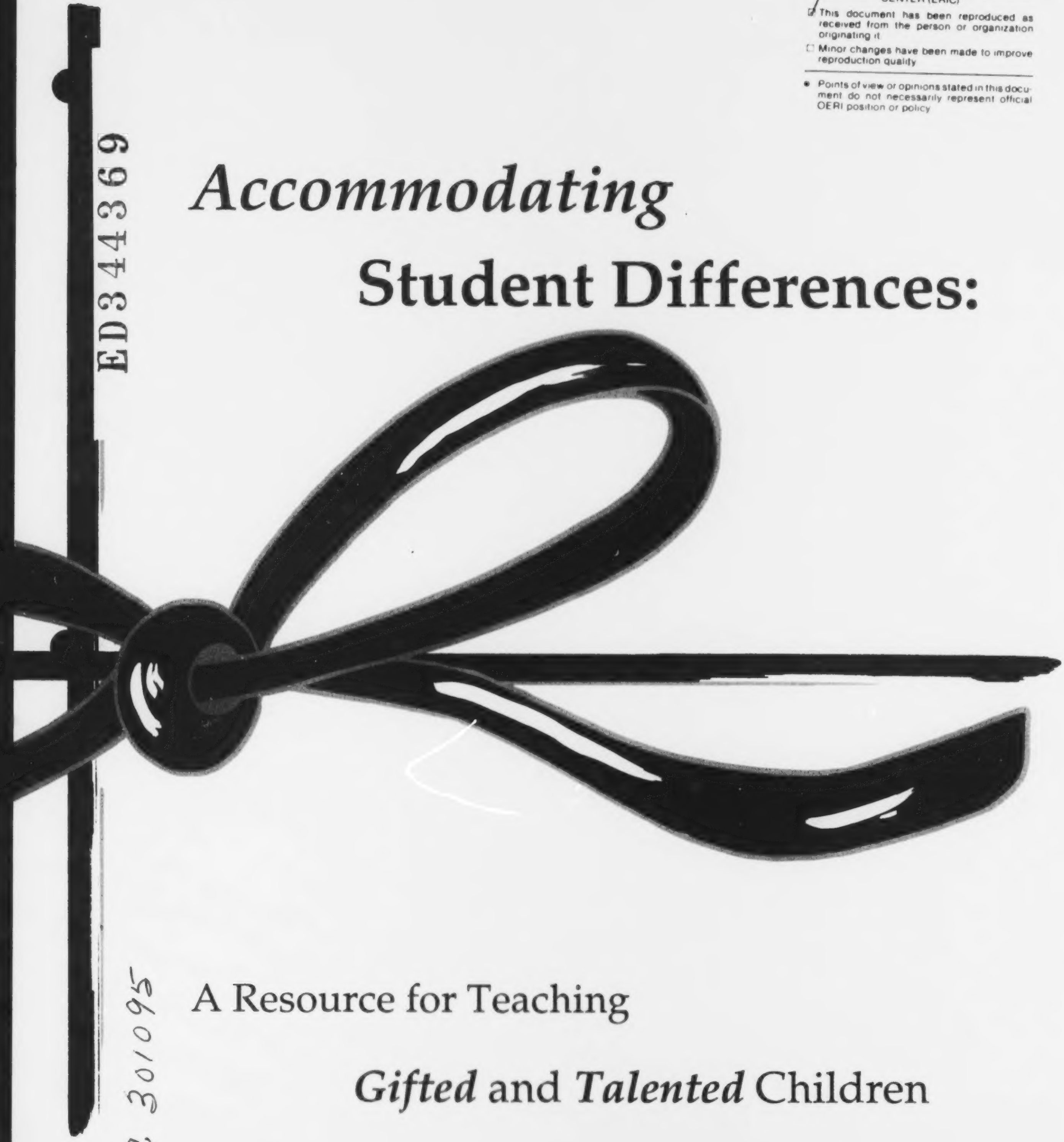

A Resource for Teaching *Gifted* and *Talented* Children

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Alberta Education Response Centre

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unconventional responses to conventional tasks. Generally, this is the student who is unwilling to accept authoritarian pronouncements without critical examination.

4. Leadership Ability

   The student with leadership ability is one who not only assumes leadership roles, but also is accepted by others as a leader. Generally, this is the student who can be counted on to carry out responsibility and who adapts readily to new situations.

5. Visual and Performing Arts Ability

   The student with visual and performing arts ability is that student who consistently creates outstanding asthetic productions in graphic areas, sculpture, music, drama or dance.

6. Psychomotor Ability

   The student with psychomotor ability is one who consistently displays mechanical skills or athletic ability superior to that of other children. Generally, this is the student with good control of body movement and excellent eye-hand co-ordination.

Accommodating Student Differences presents activities designed to meet the needs of gifted and talented students. These activities demonstrate ways to foster thinking skills and accommodate students' developmental differences. These activities are presented in four teaching units:

Primarily Puppets—These activities use puppets to develop creativity in grades one to three in the subject areas of language learning, drama and art.

Munch on Munsch—This multi-purpose unit focuses on the development of independent study through the areas of language learning, art, music and math in grades one to three. In addition, the unit focuses on the development of leadership and social skills in students in grades four to six. Activities can be used by cross-graded pairs of students or by groups in which upper elementary students help younger learners.

Clean Up Your Act—This unit helps students in grades four to six apply critical thinking skills to the concepts of waste management.

Signed, Sealed and Delivered—These activities use letters from history and literature to encourage junior high students to read and write letters themselves.

By Teachers, For Teachers

Introduction

Teachers have always prepared instructional materials. The process itself is a valuable one, as it leads educators to reflect on the curriculum and on the mix of abilities and aptitudes within the classroom. The value of the resulting products is that they are tailored to local courses of study, the teacher's style, students' needs and available resources. Many teachers enjoy creating materials and take pride in sharing them with colleagues.

This document presents a selection of teacher-designed activities. As the title indicates, this material emphasizes meeting the needs of individual students. Gifted students need opportunities to develop the mental processes associated with academic achievement, artistic talent and creativity. They also need opportunities to meet and work with other children of varying abilities, and to integrate education with the rest of their experiences.

Alberta Education has identified six areas of giftedness. Students are considered "gifted" in these areas to the extent that they need and can profit from specially planned educational services beyond the regular school program.

1. General Intellectual Ability

   The student with general intellectual ability is one whose academic performance is consistently superior to other children in the school. Usually, this is the student who has a large storehouse of information about a wide variety of topics. The ability to abstract, generalize and use high-level thinking skills is common in this type of student.

2. Specific Academic Aptitude

   The student with academic aptitude in a specific subject area is one whose aptitude is consistently superior to those of other children in the school. Generally, this is the student who has an inordinate strength in a specific area, such as mathematical reasoning.

3. Creative or Productive Thinking

   The student who thinks creatively or productively is one who consistently engages in divergent thinking that results in

Using the Teaching Units

Nine key teaching areas have been identified as core components for gifted programs:

- Personal Growth
- Creativity
- Critical Thinking
- Communication
- Forecasting/Planning
- Decision Making
- Computer Skills
- Leadership and Organization
- Independent Study.

Of these nine areas, *Accommodating Student Differences* focuses on creativity (*Primarily Puppets*), independent study (*Munch on Munsch*), critical thinking (*Clean Up Your Act*) and communication (*Signed, Sealed and Delivered*).

The Parkland Project

These teaching units were developed by teachers from the County of Parkland, in association with the Alberta Education Response Centre and the Centre for Giftedness at the University of Alberta.

Any school district can encourage the development of teacher-prepared materials through a variety of support structures. A successful project requires teachers who are eager to share their ideas and a co-ordinator who initiates, guides and publishes the final product.

Sharing ideas can occur on three levels:

1. Informal sharing among teachers.

2. Structured sharing.

   This involves teachers working within guidelines to produce materials that support a particular curricular thrust. Teachers may be released from classroom responsibilities to participate in the project. Administration might facilitate these workshops.

3. A formal project.

    This requires some preparatory inservice for participating teachers and some paid teacher days outside the school term. This more ambitious endeavour might involve shared financing among jurisdictions or support from other educational agencies such as the Alberta Teachers' Association, Alberta Education, a university or the Alberta Bright Children's Association. The "Parkland Project" described in detail here is an example of a formal project to support the development of teacher-prepared materials.

Following is a brief description of how teachers from the County of Parkland worked together to develop these materials.

1. INFORMAL SHARING

The Primary Activity Cards

Our first project, named FACETS (Facilitating Academic and Creative Extension of Teachers and Students), was aimed at increasing students' choices of enrichment activities in grades one and two. Teachers were invited to create activity cards that would provide students with a variety of activities on a chosen theme. Teachers were given loose guidelines to encourage a diverse range of choices. We asked teachers to include activities that would encourage fluency, flexibility, elaboration and originality. Activities could include math, language arts and science.

Participating teachers registered their themes to prevent duplication of topics. They were instructed to avoid using materials from copyrighted sources. The rough drafts of materials were reviewed by Alberta Education and copied for all participating teachers.

A teacher who prepared 15 to 20 student activity cards received seven or eight sets on a variety of themes prepared by colleagues at the same grade level. Students from upper elementary classes generated some of the art work used in the cards.

The materials were distributed to schools and placed in Resource Centres. Displaying the FACETS label, those materials were identifiable as county-produced materials that could be photocopied freely by teachers.

Although these materials were developed under the county title FACETS, as outlined above, in the context of wider sharing of the materials, they are now referred to as the "Parkland Project."

2. STRUCTURED SHARING

Novel Study Project

This project was co-ordinated by curriculum facilitators and involved junior high language arts teachers. The junior high teachesr wanted to use the new Alberta Education novel and non-fiction list but lacked the time to create accompanying student activities and materials.

We invited teachers to prepare a novel study in exchange for copies of materials prepared by their colleagues. We were looking for materials that would include divergent and analytical thinking, structured and open-ended choices, and factual and imaginative responses. Guidelines were developed for participating teachers.

Ten excellent novel studies resulted from the project, providing options for three years of novel studies. Through sharing, teachers were exposed to some types of activities that they themselves might not have created. Guidelines for the novel study project are included for reference.

An Example of Guidelines For Novel Studies

Teachers are asked to prepare any four of the following six components for the novel they choose. Teachers may work individually or collaboratively on this subject.

- Background to the Novel—This component of the novel study could include any of the following:
  - historical summary
  - information about the region
  - films, videos, articles pertaining to the time period or issues
  - information about the genre (e.g., science fiction).
- Author Biography Sketch—A thumbnail biographical sketch about the author and his or her other works.

An Example of Guidelines for Novel Studies cont'd

- Student Response Journal—This component invites readers to share their "experience" of the novel. Underline quotes from the text and write a comment or question to accompany each quotation.

- Synopsis of the Chapters with Discussion Questions—These summaries can be very brief. The questions should stimulate students to analyse, compare, form hypotheses and evaluate.

- Ideas for Student Compositions—These might include samples, if you have them, of student products or any other relevant support material.

- Examination Questions, Quizzes, Vocabulary Lists, Other—This last component could include structured assignments, evaluation instruments or any other aspect of study you wish to submit.

3. FORMAL PROJECTS

Formal projects for creating student materials require some funding. In such projects either the district initiates a proposal to meet some perceived need (e.g., new curriculum, district program thrust), or school-based staff indicate a need to create certain materials (e.g., teachers want to create materials for co-operative lessons in Grade Six Social Studies). The following is a brief description of the factors considered for the "Parkland Project," and of the process followed.

Co-ordinator

A project co-ordinator must have a clear view of the aims of the project and possess the organizational and leadership skills to see it successfully completed. Team spirit must be developed and channels of communication established as the work is begun. This individual can be a central office administrator, someone from support services, a principal or a teacher.

Participating Staff

Teachers must be well acquainted with the curriculum they are working with and should have demonstrated successful teaching practices. Participants should be eager to be involved in the project and, as a group, they should represent a variety of teaching styles so that the resulting product will serve many educators and many learners.

Time

The scope of the project will influence the choice of school time, holidays or a combination of both to prepare materials. Since some projects with limited scope can be accomplished in one or two days, it may be preferable for participants to immerse themselves in the project for the allotted time. Other projects may require a longer planning phase.

Funding

Funding for teacher participation in such projects can come from a variety of sources. School budgets will sometimes cover the cost of substitute teachers if administrators feel that the benefit to the staff member and/or the students justifies the cost. Curriculum inservice, curriculum committees, professional development, gifted and talented service and material resource budgets are also sources of funds for such projects.

Process

Teachers were involved with the "Parkland Project" for nine days in total. During three days of inservice, all nine teachers met together with the project co-ordinator. The purpose of these inservices was to explore the concept of student differences and aspects of curriculum design that accommodate these differences. As well, rapport was developed among team members, a necessary factor for the production of materials during the latter part of the project.

The purpose of the second day of the preparatory workshop was to open doors on teaching/learning. Working individually, with partners, and in small groups, teachers experienced using techniques for critical and creative thinking, and were bombarded with ideas, information and alternatives.

The third day focused on the experience of the previous two days. The group used a synectics exercise to identify the attributes of good resources for teaching and learning. "Synectics" is a creative exercise that helps teachers explore the meaning of one concept by finding ways to connect it with a totally different concept or thing. As well, each division team proposed three projects from which they would select or adapt one for production in July.

Between May and July, project ideas and references incubated and became further refined. This proved to be an important time also for inviting the comments of colleagues as to what constituted effective teaching materials. Teachers watched the reactions of their students to activities and materials, gauging what was successful and valued. This period of reflection contributed significantly to the rich and vigorous outpouring that characterized the five production days in July.

Each division of teachers worked out its own action plan. Often a sharing time was announced and groups presented briefly what they had accomplished and where they were headed. These sharing times were valuable as the groups influenced each other and asked for and offered suggestions and information.

There was a fierce level of activity. Intensity, humour and excitement characterized the entire week. Participants said they had never worked so hard and enjoyed it so immensely. They found they couldn't "turn it off" in the evenings. They thought, wrote or read for hours after they left for the day. Some had poems, puzzles and ideas interrupting sleep more than one night during the project. A strong sense of collegiality and purpose infused the group.

The co-ordinator spent the equivalent of one day intensely involved with each group. Groups explained their projects and asked for specific help and general feedback. The co-ordinator actually worked on each of the projects and carried ideas from one group to the next. The co-ordinator also arranged for the typing, copying and acquisition of supplies and resources. The full-time services of a secretary were provided for the five days.

The product of this project was wonderful. The primary teachers designed a package of materials to encourage the use of puppets in the classroom. The activity cards they designed for Munsch books can be used by students in early grades, or as the basis for cross-graded projects. The upper elementary teachers created a kit of student activities based on concepts of waste management. Junior high teachers focused mainly on language arts as they produced instructional materials based on the theme of "the letter."

The materials developed during the five-day writing period totalled several hundred pages. All materials were designed to cross many subject and topic areas. The activities offer choices and invite open-ended responses to accommodate the many styles of learner preference and levels of learner entry. As well, the materials provide options that appeal to a variety of teaching styles. Some activities are structured while others are starting points for discussion.

The activities can be adapted to meet the needs of your community. Teachers should use this resource in conjunction with material presenting other religions and cultural information.

Other Alberta Education Documents

Accommodating Student Differences is intended as a practical teaching resource to accompany the resource manual *Educating Our Gifted and Talented Students in Alberta.*

Alberta educators are encouraged to use *Accommodating Student Differences* in conjuction with the following Alberta Education documents to meet the individual needs of their students.

Developmental Framework Series:
  Students' Interaction: Social Sphere (1987).
  Students' Thinking: Cognitive Domain (1987)
  Students' Growth: Physical Dimension (1988).
  The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development (1991).

Educating Gifted and Talented Students in Alberta: A Resource Manual for Teachers (1986).

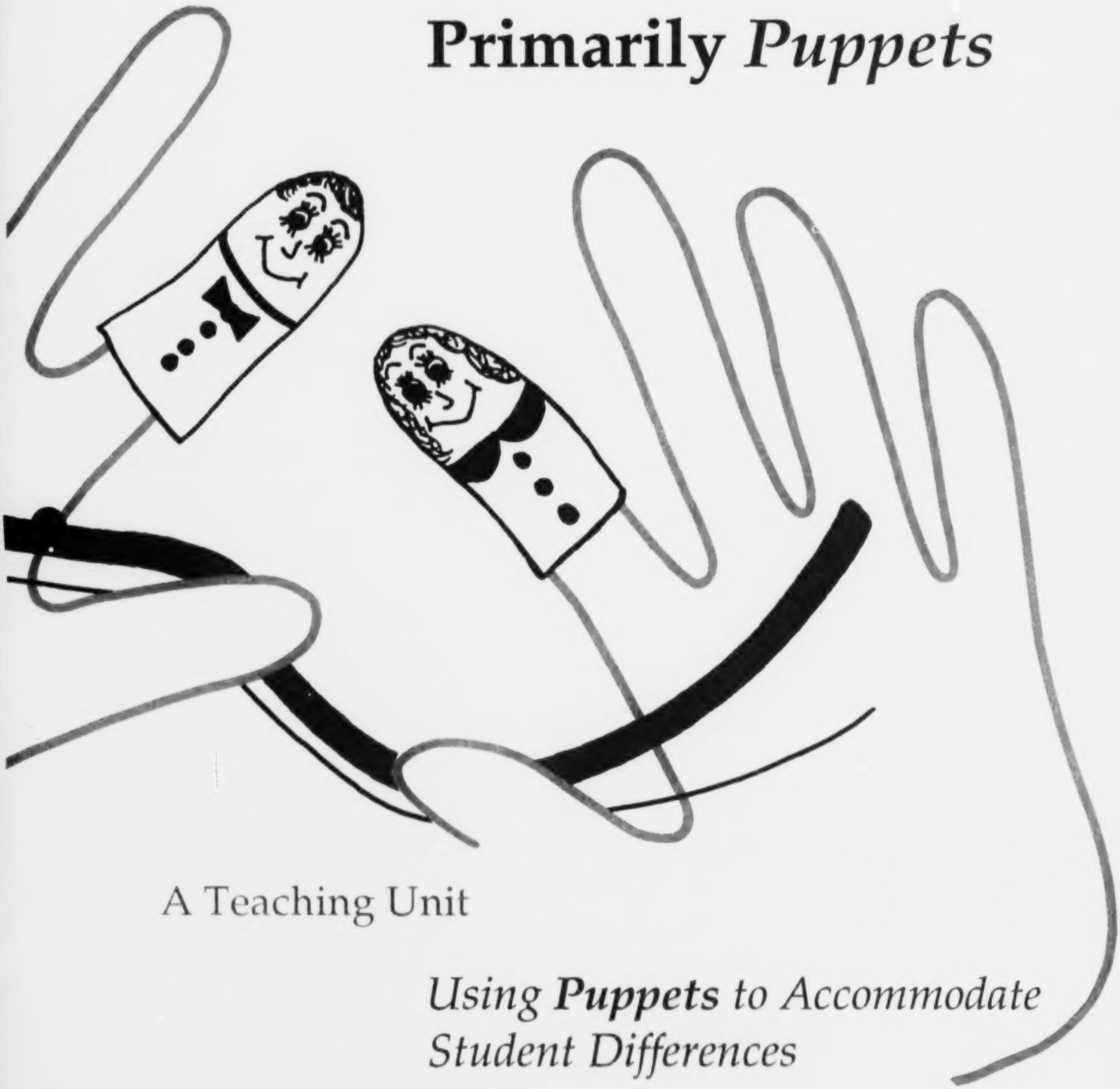
Focus on Research: A Guide to Developing Students' Research Skills (1990).

Program Continuity: Elementary Education in Action (1990).

Teaching Thinking: Enhancing Learning (1990).

For information on programs of study, teacher resource manuals and authorized learning resources, teachers should refer to the *Buyer's Guide* available from the Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta T5L 4X9. Phone: 403-427-2767 or Fax: 403-422-9750.

Primarily *Puppets*



A Teaching Unit

*Using **Puppets** to Accommodate Student Differences*

Primarily Puppets :

A Teaching Unit Using Puppets to Accommodate Student Differences

Primary Teaching Area

CREATIVITY

Suggested Grades

ONE TO THREE

Subject Areas

LANGUAGE LEARNING
DRAMA
ART

Primarily Puppets

Introduction

The primary purpose of this teaching unit is to develop the creativity of students in grades one to three in the subject areas of language learning, drama and art. Creativity can be defined as "using one's resources to develop a novel, fresh solution to a particular problem" (*Educating Our Gifted and Talented Students in Alberta*, Alberta Education, 1986). Creativity helps us to function effectively in rapidly changing circumstances. *Primarily Puppets* also draws from the teaching areas of personal growth, communication, planning, leadership and organization, all of which are important in the education of gifted and talented students.

Teaching Areas

The creative student "consistently engages in divergent thinking that results in unconventional responses to conventional tasks" (*Educating Our Gifted and Talented Students in Alberta*, Alberta Education, 1986). The following aspects of creative behaviour are fostered in the activities of this unit:

- fluency—the ability to produce a quantity of possibilities, ideas, consequences or objects
- flexibility—the ability to use many different approaches or strategies to solve problems
- originality—the production of unusual, unique or unanticipated responses
- elaboration—the ability to expand, develop and embellish one's ideas, plans, stories or products.

The activities in *Primarily Puppets* are designed to develop other creative strengths:

- awareness
- putting one's ideas into context
- rich and colourful visual imagination
- richness of imagery
- sense of humour and the fantastic.

The following charts outline skills, student projects and teaching methods for each of the five teaching areas.

Creativity Skills	Creativity Projects
• Originality • Brainstorming • Visual perspective/imagery • Fantasy • Humour • Imagination • Inventive thinking – designing – redesigning – improving	• drama • puppetry • creative story/poem/drama • collage • cartoon • media presentation

Teaching Methods

1. Group Methods

Personal Growth Skills	Personal Growth Projects
• Ability to communicate thoughts and feelings • Group interaction • Self–esteem • Self–expression	• role playing • recital/concert • drama • writing and presenting scripts for radio and TV • group discussion

Teaching Methods

1. Small Group Experience
2. Whole Class Enrichment

Communication Skills

- Ability to receive and send information

Visual
  - listen
  - read
  - view
  - sense

Oral
- vocal delivery
  - appropriate gestures, eye movements, facial expressions, body movement

Written
- planning a document
- outline
- tone
- audience
- choosing appropriate and imaginative words
- developing technique
  - metaphors
  - comparisons
  - hyperbole
  - personal experiences
- writing powerful introductions and conclusions

Communication Projects

- introduction of speaker
- advertisement
- dramatic readings
- drama/skit
- narration
- oral presentation
- debate
- song
- short story
- book review
- newspaper article
- bulletin board display
- story telling

Teaching Methods

1. Group Study
2. Independent Study
3. Class Enrichment Project

Planning Skills	Planning Projects
• state goals	• media presentation
• list materials necessary to carry out the plan	• drama production
• organize materials, time, resources	• discussion
• consider possible obstacles	• time management

Teaching Methods

1. Group Study
2. Independent Study
3. Class Enrichment Project
4. Scenario Writing

Leadership and Organization Skills	Leadership and Organization Projects
• Organizes/structures duties to accomplish goals	• drama/set
• Ability to work harmoniously in a team	• group presentation
• Ability to communicate clearly and comfortably with others	• designing and building puppet stages
• Ability to think expansively and inspire others	

Puppet Themes In This Unit

SEPTEMBER	Themes:	Back to School, Fall, Me, Friendship, Colours Puppet Patterns September Booklist
OCTOBER	Themes:	Thanksgiving, Halloween Puppet Patterns October Booklist
NOVEMBER	Themes:	Remembrance Day, Harvest, Animals Puppet Patterns November Booklist
DECEMBER	Theme:	Christmas Puppet Patterns December Booklist
JANUARY	Themes:	Winter, Animals, New Year Puppet Patterns January Booklist
FEBRUARY	Themes:	Groundhog Day, Valentine's Day, Friends Puppet Patterns February Booklist
MARCH	Themes:	St. Patrick's Day, Weather Puppet Patterns March Booklist
APRIL	Themes:	Easter, Teeth Puppet Patterns April Booklist
MAY	Themes:	Mother's Day, Creepy Crawly Things, Winged Creatures, Amphibians, Reptiles Puppet Patterns May Booklist
JUNE	Themes:	Father's Day, Farewell Finale Puppet Patterns June Booklist

Suggestions for Using Puppets in the Classroom

Puppets come in a great variety of sizes and shapes. There are finger puppets, stick puppets, bag puppets and string puppets. They are made of fabric, wood, paper and shadows. They may represent people, animals, objects or ideas. By moving the puppet and giving it a voice, the student brings the puppet to life.

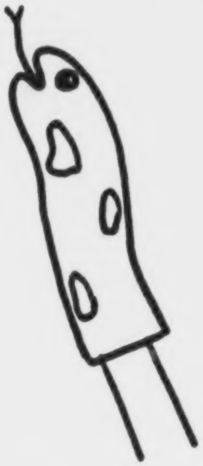
Puppets also have a variety of uses. We see them in advertising and in media presentations for viewers of all ages. We see them in toy boxes, in therapy kits and in theatre art!

Here are just a few ways to use puppets of all shapes and sizes.

- Have students use puppets to retell a story. Have them practise in front of a mirror.
- Have students use a puppet as a focal point to write a story.
- Use puppets as a subject for creative written language.
- Place students in pairs, allowing one to act as a marionette and the other to be the puppeteer.
- Organize a scavenger hunt for students to collect materials to create a puppet.
- Use a puppet as a motivator, a class voice to compliment and encourage students.
- Use puppets to lower students' risk in oral expression. These are especially good confidence builders for shy children. Here are some simple suggestions that a puppet might share:
    - the puppet's name
    - what the puppet likes
    - what the puppet likes to eat
    - what the puppet dislikes
    - what the puppet's favourite colour is
    - what books the puppet likes to read
    - what the puppet feels.
- Allow students to experience and teach arithmetic concepts through puppetry.

- Research famous puppeteers and puppets for thematic use.
- Have students write or illustrate directions on how to create a puppet.
- Have students use a puppet to interview someone.
- Teachers or students can use puppets to give directions, instructions, announcements or any other type of information.
- Use puppets for role play. Students could explore individual differences through puppets. Puppet personalities may be quiet and shy, happy or sad, big and noisy, slow and lazy, spooky and dangerous, silly and giggly or lively and exciting. Through puppets, students can express different character voices and personalities.
- Make a gift of a puppet.
- Use puppets to create monologues, dialogues, riddles, couplets, limericks, jokes and songs.

ARM PUPPET



Materials and Activities

This unit includes the following materials:

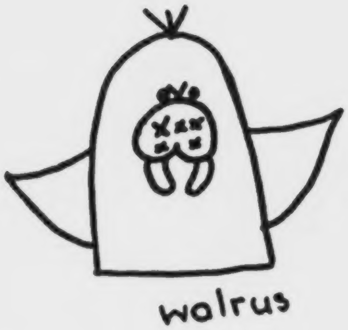
- glossary of puppetry
- list of materials to use for puppets
- puppet activities organized in ten monthly sections with ideas for the season, holiday and curricular themes
- bibliographies based on monthly themes
- student support materials for writing, speaking, research, drama and art activities
- puppet directions and patterns
- individual student activity cards suggesting ideas for creating and using puppets.

All materials in this package may be reproduced for use in the classroom.

Glossary

The following words are used throughout the package in reference to puppet activities. Teaching the vocabulary will help students learn.

HAND PUPPET



backdrop	A scene used in conjuction with puppet work
brainstorm	To generate ideas, words or lists to facilitate student learning
cylinder	A tubular object that can stand or roll
diorama	A background box for use as a puppet stage
features	Pieces added to puppets, such as eyes, nose, mouth
insert	To place a hand inside the puppet opening or attach a piece to a puppet pattern
stage	A prop for performing a puppet play
tagboard	Also referred to as bristol board or manila tag
traditions	Activities that are followed by families on a regular or seasonal basis

Items To Collect For Puppetry

- Wire
- Paper bags (all sizes)
- Old socks, gloves, mitts
- Old scarves
- Yarn
- Paper cups
- Cone-shaped cups
- Spoons-plastic, wooden
- Plastic cutlery
- Toothpicks
- Popsicle sticks
- Pipe cleaners
- Styrofoam-(e.g., packing chips)
- Macaroni
- Sequins
- Boxes-(cereal, shoe, cardboard)
- Beads
- Twigs
- Envelopes
- Clothes hangers
- Straws
- Modelling Clay
- Lids (toothpaste tubes, caps)
- Pantyhose
- Used light bulbs
- Tissue rolls
- Scraps of felt, cloth, fake fur
- Bandanas
- Styrofoam balls
- Pom-poms
- Paper plates
- Egg cartons
- Ribbon
- Buttons
- Tongue depressors
- Sucker sticks
- Old slippers
- Tinfoil
- Seeds
- Glitter
- Tissue paper
- Cans
- Cotton balls
- Dowels, rods
- String
- Newspaper
- Magnetic tape
- Wallpaper books
- Wallpaper paste
- Flour

Many of these resources can be collected by parents if they are aware of the need.

An excellent resource for recycled materials and workshops on how to use them is:

Imagination Market
10215 - 112 Street
Edmonton, AB T5K 1M7
Phone: 426-1862

A bibliography at the end of each section is provided to help teachers make books an integral part of all learning. With the help of the librarian, through paired reading with older students or parent volunteers, through teacher presentation and free reading, students can explore and experience literature and reference sources.

September

Themes: Back to School, Fall, Me, Friendship, Colours

Suggested Activities

BACK-TO-SCHOOL CUTIE (The "ME" puppet)

These puppets encourage students to express their feelings about summer holidays, the school year ahead and their personal history (something special about themselves). Keep "ME" puppet to use throughout the year.

FRIENDLY FINGER PUPPET

Use with one of the following songs sung to the tune of "Are You Sleeping Brother John?" This activity will help students become familiar with classmates. It can also be used as an "ice breaker." Students may be encouraged to invent their own versions of the song.

Who is (child's name)?
Who is (child's name)?
Here I am.
Here I am.
Would you like to play today?
Would you like to play today?
Be my friend.
Be my friend.

I am special.
I am special.
I can (child's choice of activity).
I can (child's choice of activity).
I can play (child's choice of activity).
I can play (child's choice of activity).
I am (child's name).
I am (child's name).

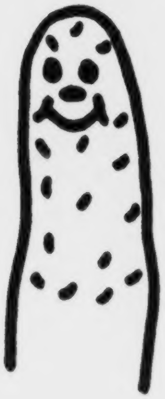
LEAF PUPPET

Following a fall nature walk, have students create a leaf puppet from objects collected. The puppet can be used to discuss the various seasonal changes that students observed on their walk as well as any other information they may have to share. For an indoor activity, use the leaf pattern master.

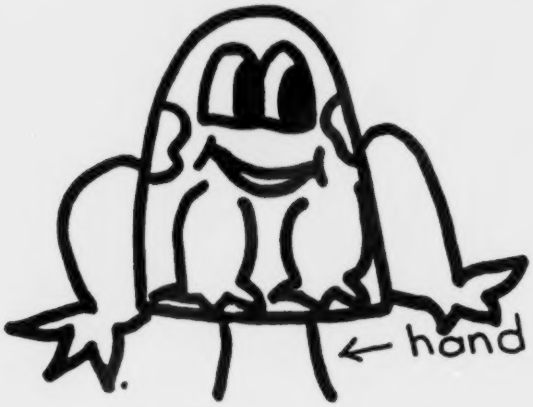
COLOUR PUPPET

Select a fall colour. Brainstorm ideas of objects that are associated with the selected colour (brainstorming guidelines on next page). Create the colour puppet using a variety of materials. Have students print a sentence describing their colour puppet and show their puppets in a circle.

Green is a pickle: finger puppet.



Green is a frog: hand puppet



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Brainstorming Guidelines

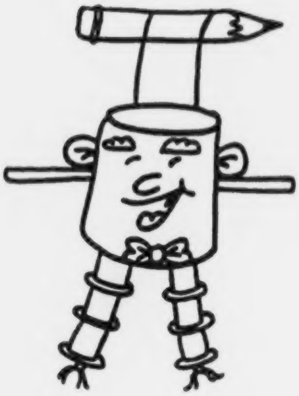
Brainstorming is used to generate ideas.
Basic items to remember are:

- Try to get as many ideas as possible
- Do not evaluate suggestions
- Accept all ideas unless they are offensive
- Make suggestions yourself

Lists are perhaps the easiest structure for children to write.
Use a pocket chart to put up children's ideas.

Student Share Sheet

Can you believe WE DID ALL THIS?



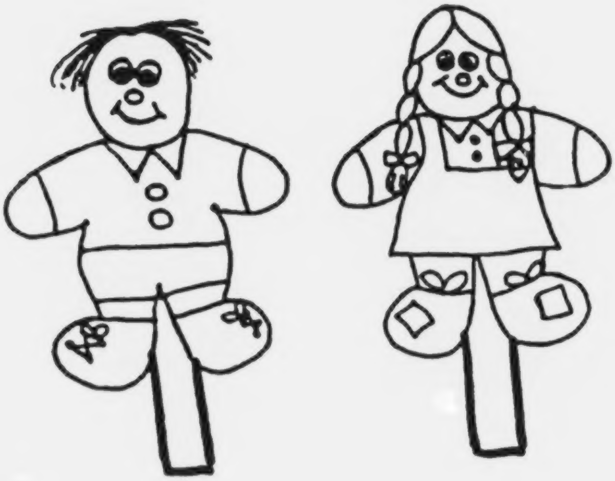
BACK-TO-SCHOOL CUTIE

Materials:	Back-to-school cutie pattern manila tag or cardboard cloth buttons lace trimmings glue

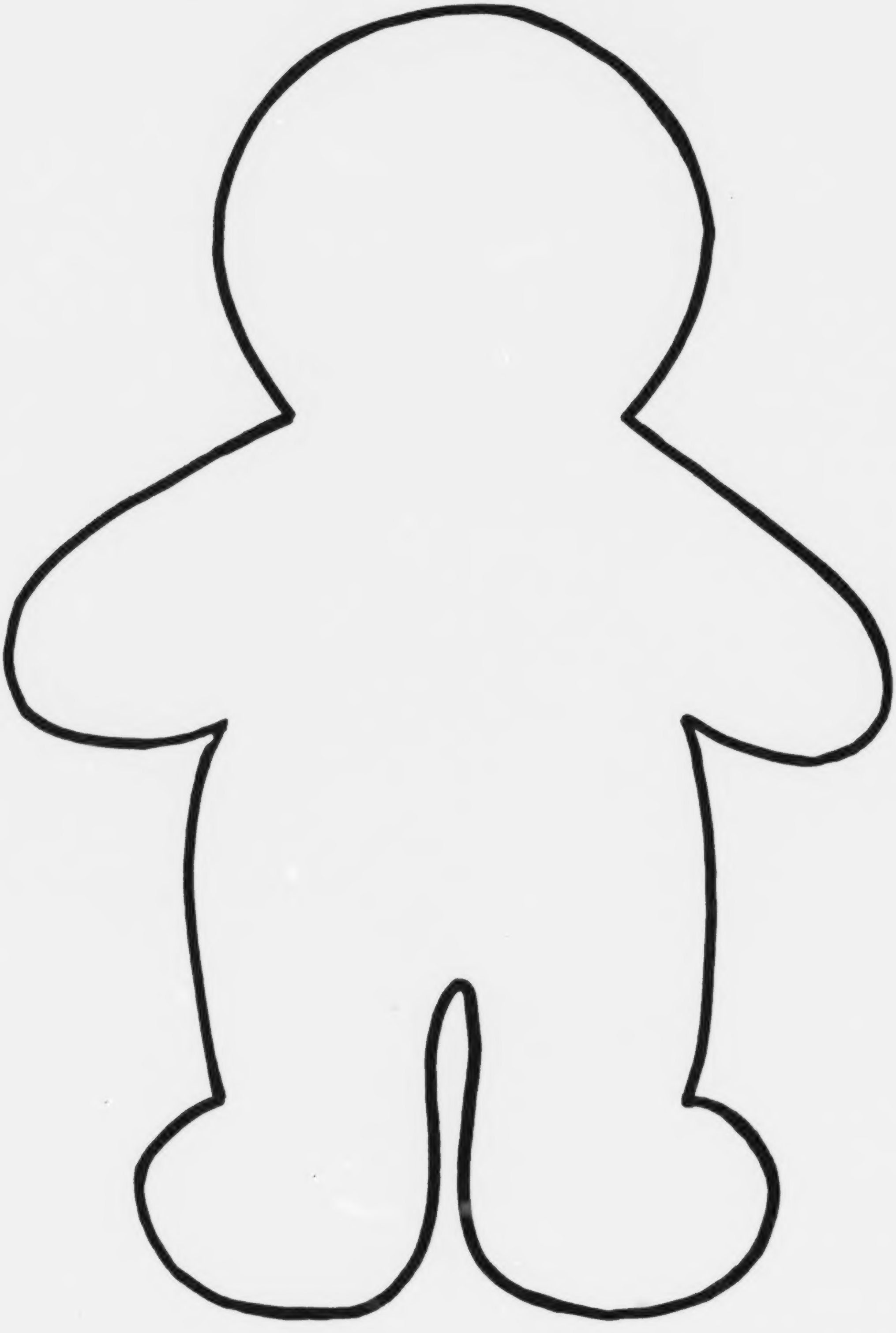
1. Cut manila tag or cardboard body shape from the pattern provided. Glue on felt face and yarn hair. Clothes are made from odds and ends of cloth, buttons, lace and trimmings.

2. Attach stick or ruler to back.

Back-to-School Cuties



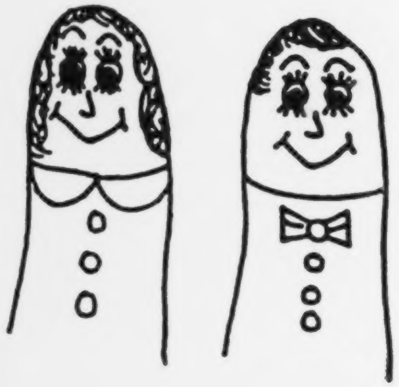
Pattern - Back-to-School Cutie (the "ME" puppet)



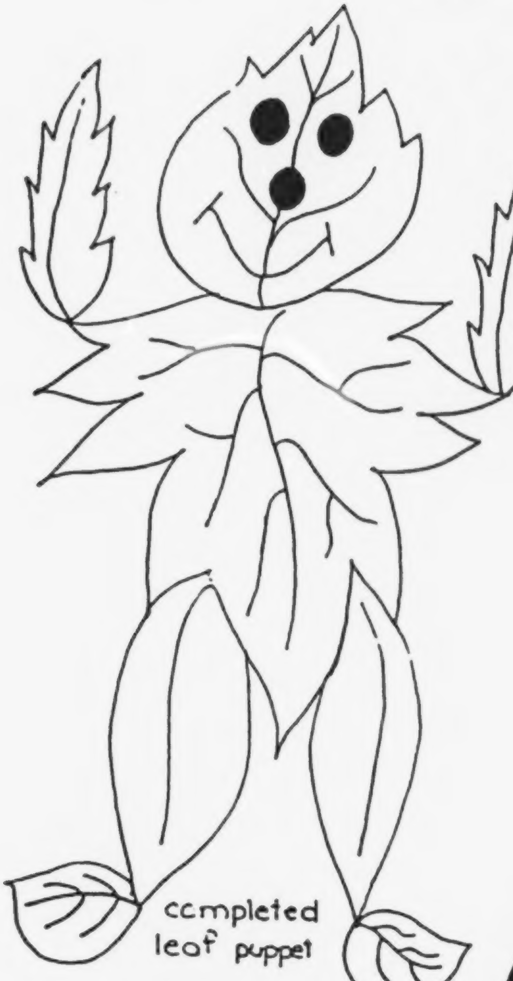
FRIENDLY FINGER PUPPET

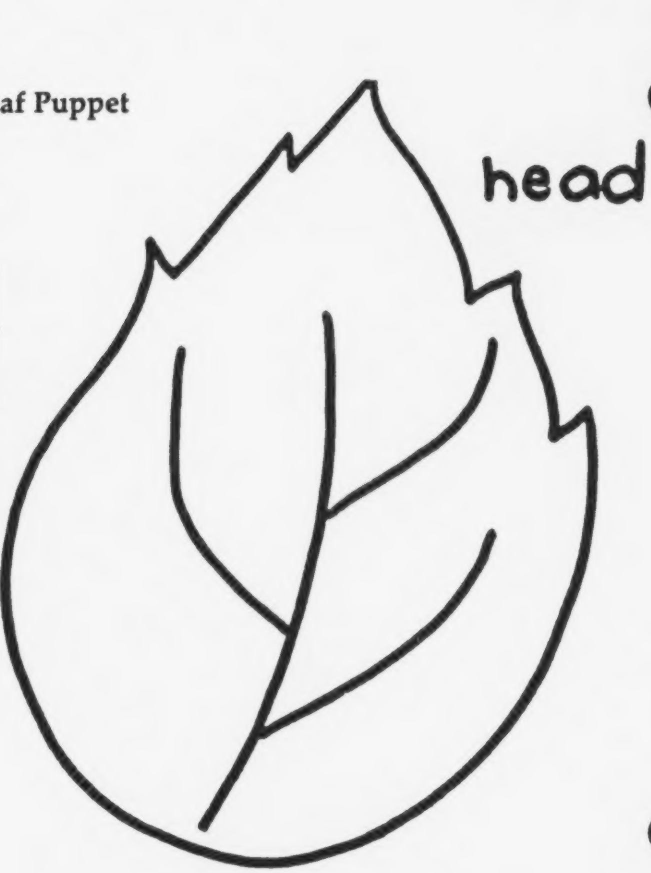
Materials: fabric
sequins
ricrac
felt

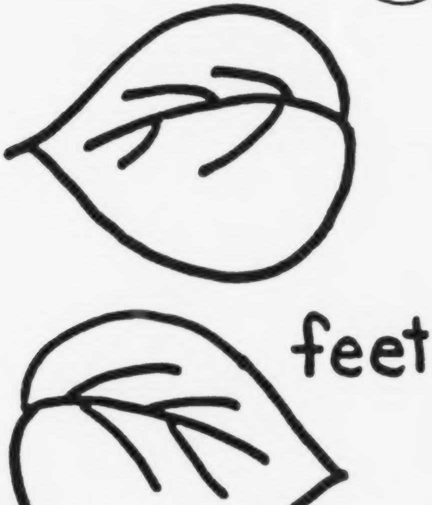
1. Wrap a piece of fabric around your index or pointer finger. Glue ends together. Add sequins, ricrac and felt features.
2. Draw a face on the ball of your finger.

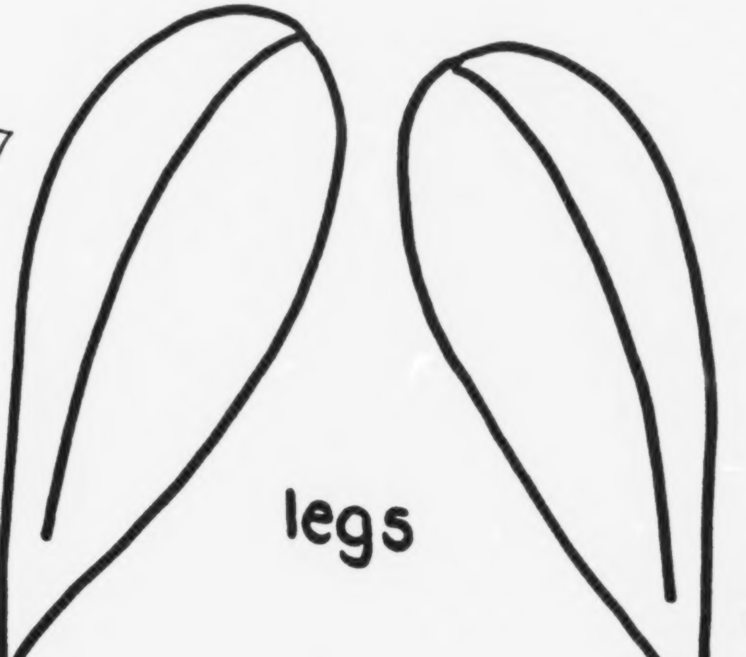


Pattern - Leaf Puppet

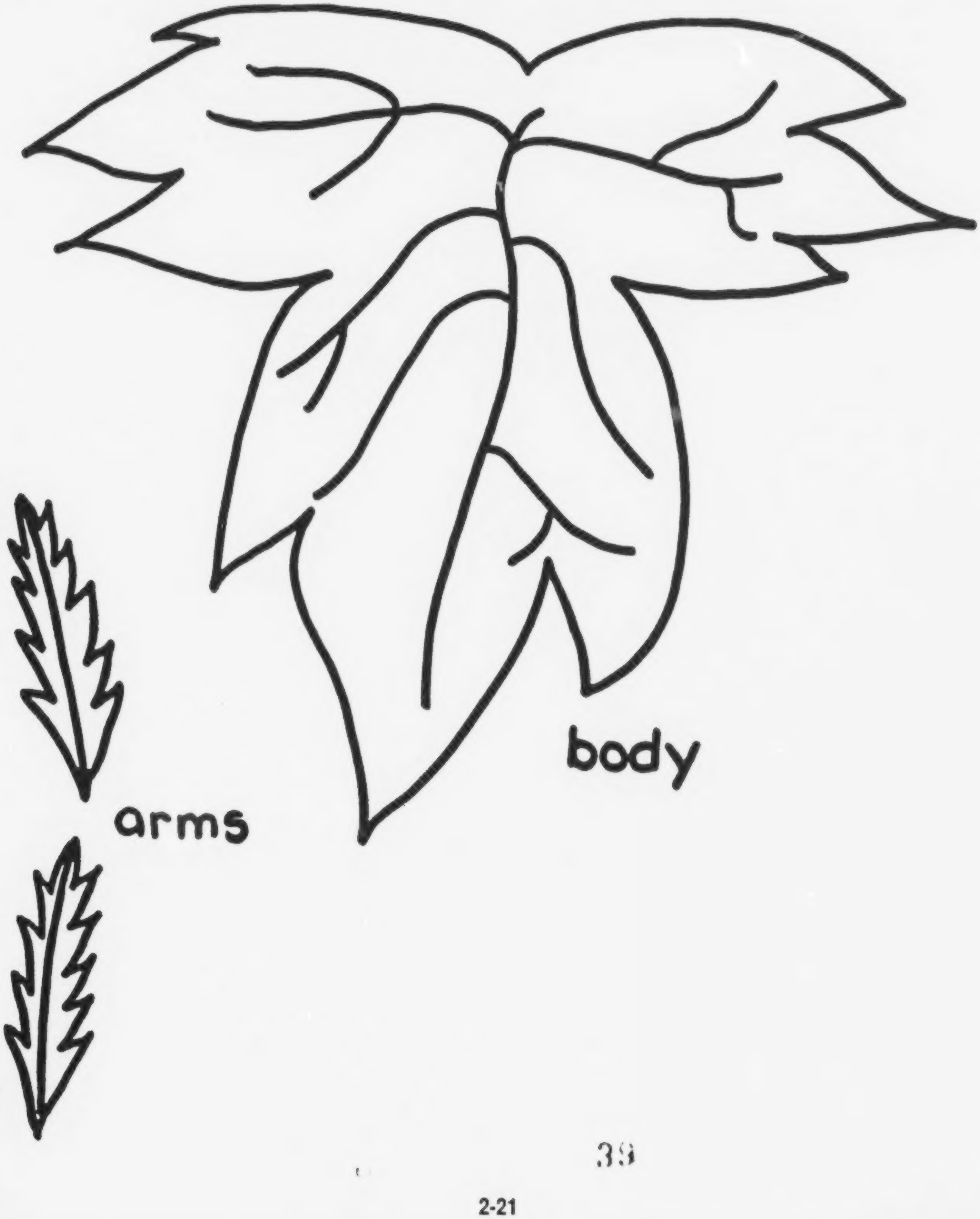

completed
leaf puppet







Pattern - Leaf Puppet (cont.)



September Booklist

Ahlberg, Janet and Allan. *Starting School.* Viking Penguin, London, 1988.
Starting school is less frightening when one finds out just what goes on at school. This rebus-style book helps ease the concerns of little ones.

Dumas, Jacqueline. *And I'm Never Coming Back.* Annick Press Ltd., Toronto, 1986.
A little girl is frustrated when her sister won't play with her and things just don't go the way they ought to. So she decides to run away and is pleasantly surprised when her mother decides to run away with her.

Grant, Eva. *I Hate My Name.* Raintree Books, Milwaukee, WI, 1980.
A girl with a most unusual name has some difficulty at school but learns to appreciate the uniqueness of all names.

Green, Caroll. *The Too Busy Day.* Annick Press Ltd., Toronto, 1985.
When you're little, everyone seems to ignore you because they're too busy doing important things. Allysson has a sad day like that.

Howe, James. *I Wish I Were a Butterfly.* (Illustrations by Ed Young). Harcourt Brace Jovanovich, Toronto, 1987.
What happens when a cricket wishes it could be a butterfly? Looking for the best in others, he misses the best in himself, until he hears the butterfly say, "I wish I were a cricket."

Lerner, Carol. *A Forest Year.* William Morrow & Co.Inc., N.Y., 1987.
Young readers will need help with the text, but illustrations and labels show changes that occur with animals and plant life in the forest.

Mari, Lela. *The Tree and the Seasons.* Barron's Educational Series, N.Y., 1979.
A wordless book taking the reader through a year in the life of a tree, and the animals that find shelter in and around that tree.

Munsch, Robert. *Mortimer.* Annick Press Ltd., Toronto, 1985.
Mortimer has difficulty falling asleep and his loud singing attracts everyone's attention. When a fight breaks out downstairs, and everyone forgets about Mortimer, he gets tired of waiting for attention and falls asleep.

Santrey, Louis. *Autumn, Discovering the Seasons*. Troll Associates, Mahwah, NJ, 1983.
Colour photographs and somewhat challenging text show the changes of autumn.

Venino, Suzanne. *What Happens in the Autumn*. National Geographic Society, Washington, D.C., 1982.
Beautiful colour photographs show the changes that occur in autumn.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Atheneum, New York, 1972.
Alexander has a terrible day and threatens to run away to Australia. However, his mother comforts him with these words, "Some days are like that—even in Australia."

Whitlock, Ralph. *Autumn*. Wayland Publishers, 1987.
A good teacher resource, with information about changes, festivals, art, clothing, sports, recreation—to name but a few—that are determined by the season of autumn.

Williams, Margery. *The Velveteen Rabbit*. Avon Camelot Books, 1975.
Reality from the perspective of a nursery toy.

Wood, Audrey. *Quick as a Cricket*. Child's Play Ltd., Rochester Hills, MI, 1982.
Through the use of metaphor, children recognize their strengths and talents—quick as a cricket, loud as a lion, quiet as a mouse.

September: Notes for Next Time

October

Themes: Thanksgiving, Halloween

Suggested Activities

TURKEY PUPPETS

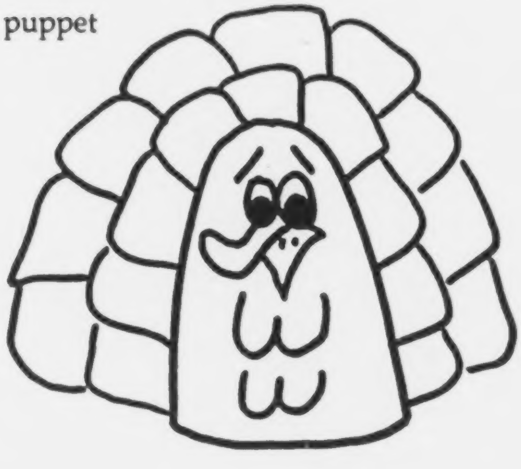
Present a turkey poem or song to the class. Students create a turkey puppet of their own design, and recite or sing:

Turkey, turkey,
Gobble, gobble,
Eat too much,
Wobble, wobble.
(anonymous)

Smells Like Turkey
(to the tune of "Are You Sleeping, Brother John?")

I smell turkey,
I smell turkey,
It smells good,
It smells good,
I can hardly wait,
To get it on my plate,
Mmm Mmm good!
Mmm Mmm good!

Turkey finger puppet



For more suggestions see *Puppets with Pizazz,* by Joy Wilt, Gwen Hurn and John Hurn.

PILGRIM PUPPETS

- Discuss Thanksgiving traditions. Brainstorm for Thanksgiving words or things to be thankful for. Students write an acrostic poem using the words that have been brainstormed and will share with the class through the use of their pilgrim puppets.
- Using their pilgrim puppet, students may share their family's Thanksgiving traditions.

Thanksgiving Acrostics

Brainstormed Words List

I am thankful for:

____

____

____

____

Sample acrostics:

P ____________
U ____________
M ____________
P ____________
K ____________
I ____________
N ____________

T – is for turkey
H – is for harvest
A – is for apple
N – is for nuts
K – is for kids
S – is for sharing
G – is for God
I – is for invitation
V – is for vegetables
I – is for immigrant
N – is for nutrition
G – is for grateful

O____________
C____________
T____________
O____________
B____________
E____________
R____________

T – is for TV
O – is for Oilers
Y – is for yo-yo
S – is for sister

M____________
O ____________
M____________

F____________
R____________
I ____________
E____________
N____________
D____________
S____________

POM POM PUMPKIN PUPPET

Present the poem, "Five Little Pumpkins." The students will recite and present the finger play using their puppets. This poem can also be sung.

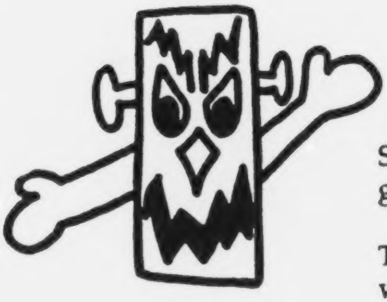
Five Little Pumpkins

Five little pumpkins sitting on a gate,
The first one said, "Oh my it's getting late."
The second one said, "There are witches in the air."
The third one said, "But I don't care."
The fourth one said, "Let's run and run and run."
The fifth one said, "I'm ready for some fun."
Oooooo went the wind and out went the light.
And the five little pumpkins rolled out of sight.
(Source unknown)

HALLOWEEN PUPPETS

- Create a witch's brew. Have a witch puppet present the ingredients. Encourage students to experiment and develop a witch's voice. Students may wish to have a class poster of the brew recipe.
- Sing the song, "Do You Have the Hairy Bat?" (sung to the tune of "Muffin Man").

Do You Have the Hairy Bat?



Oh, do you have the hairy bat, the hairy bat, the hairy bat?
If you have the hairy bat, please show us.

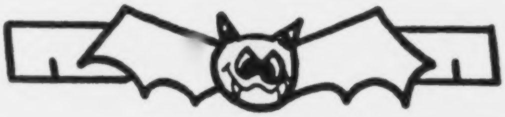
Substitute other halloween puppets, such as witch's cat, scary ghost, pumpkin head, hooting owl, rattling bones.

This activity lets students share their Halloween puppets with their classmates.

- Research to find and share stories about Halloween goblins.

Bat finger puppet

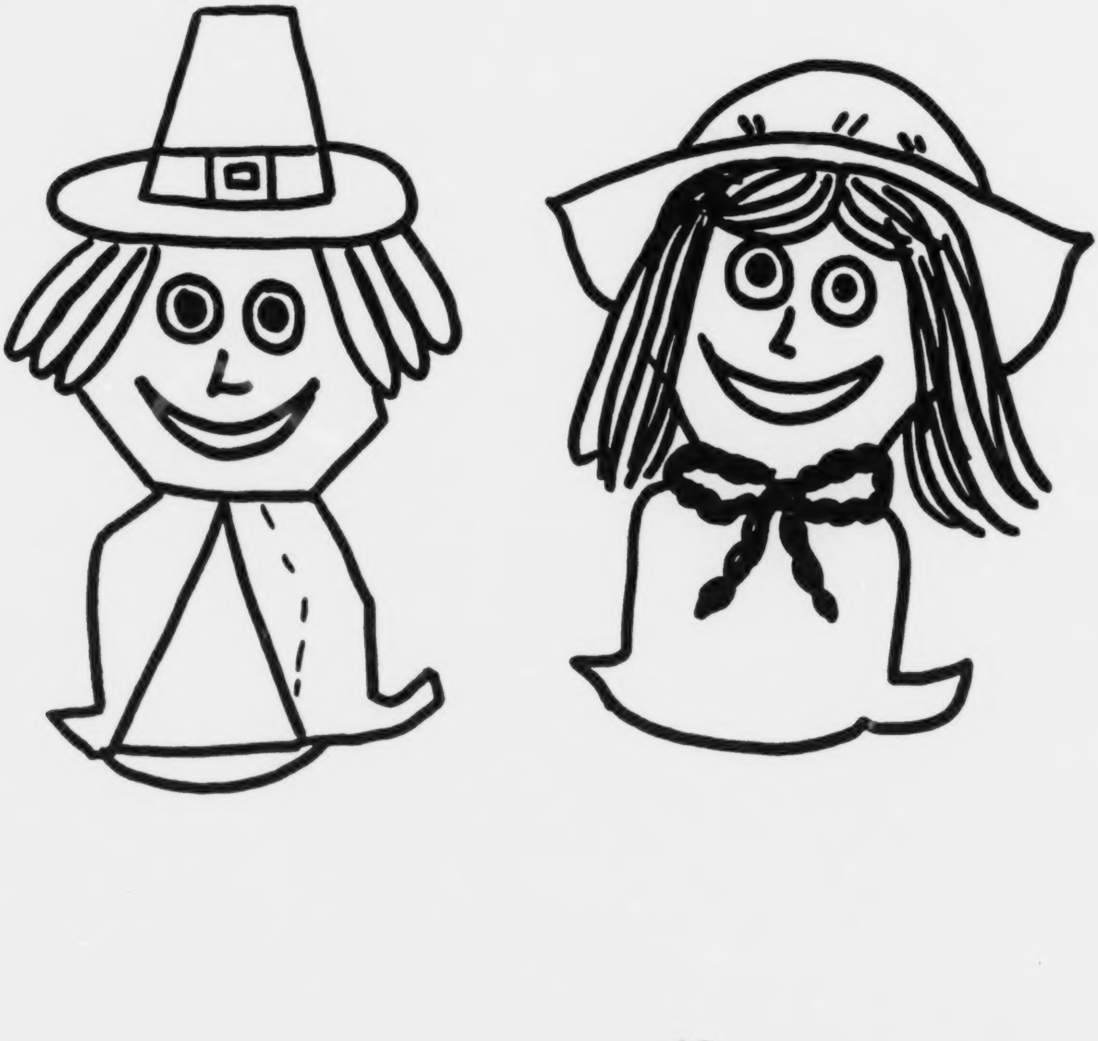
Monster roll puppet



PILGRIM PUPPETS I

Materials: egg carton
paints
material or felt
scraps

1. Cut three cups from a paper egg carton.
2. Glue two together to make a head.
3. Glue another to bottom for shoulders.
4. Paint or use felts to colour.
5. Add features from scrap materials.

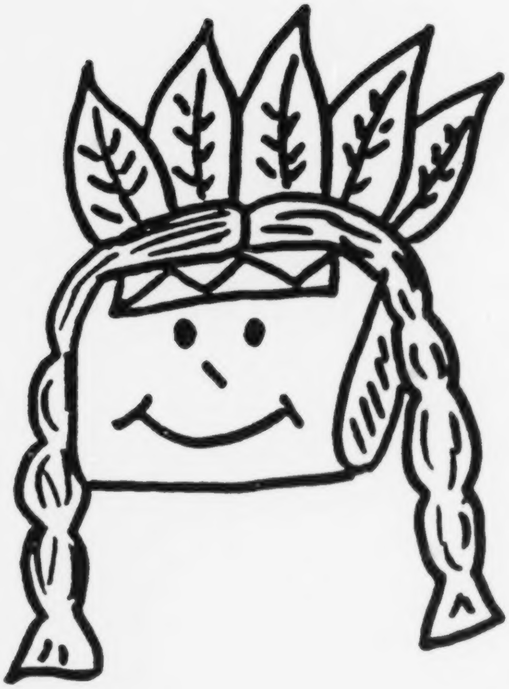


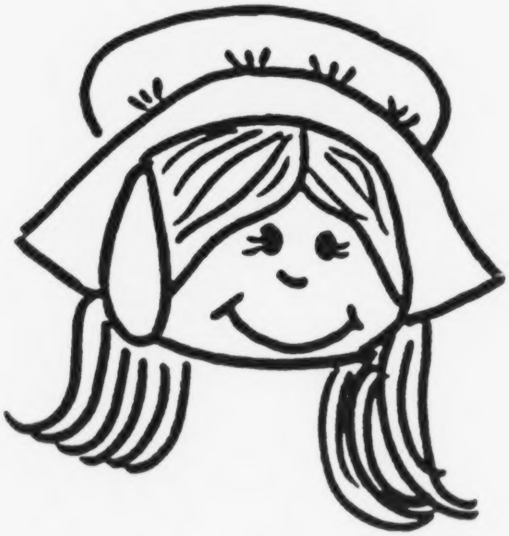
PILGRIM PUPPETS II

Materials: construction paper
glue
odds & ends for puppet

1. Make a cylinder of construction paper.
2. Add facial features and hat.

You may wish to make a Pilgrim or a Native Person.

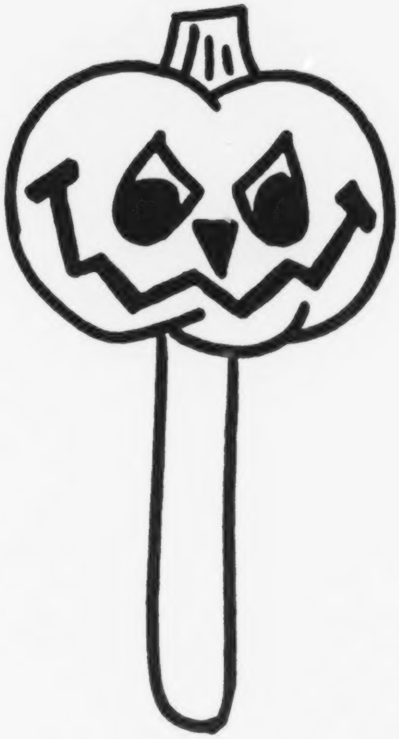




POM POM PUMPKIN PUPPET

Materials: popsicle sticks
orange pompoms
felt scraps for features

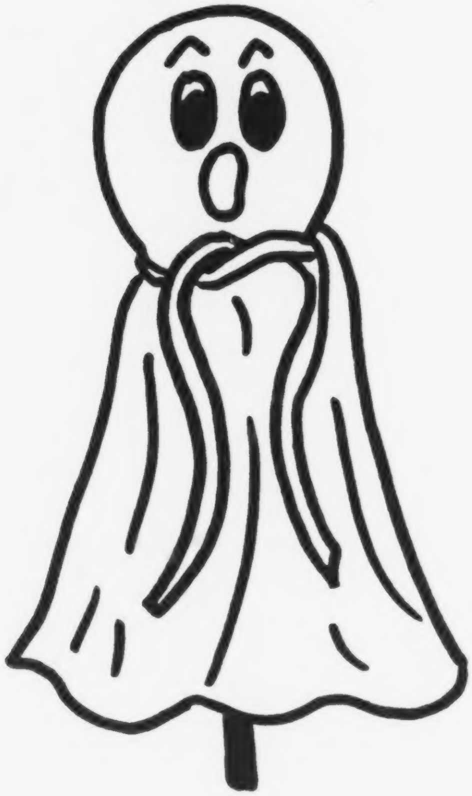
1. Take five popsicle sticks.
2. Attach one orange pompom to each stick.
3. Design a face and stem for each pumpkin.



GHOST LOLLIPOP PUPPET

Materials: lollipop (various colours & sizes)
string
felt
tissue paper
paper towel

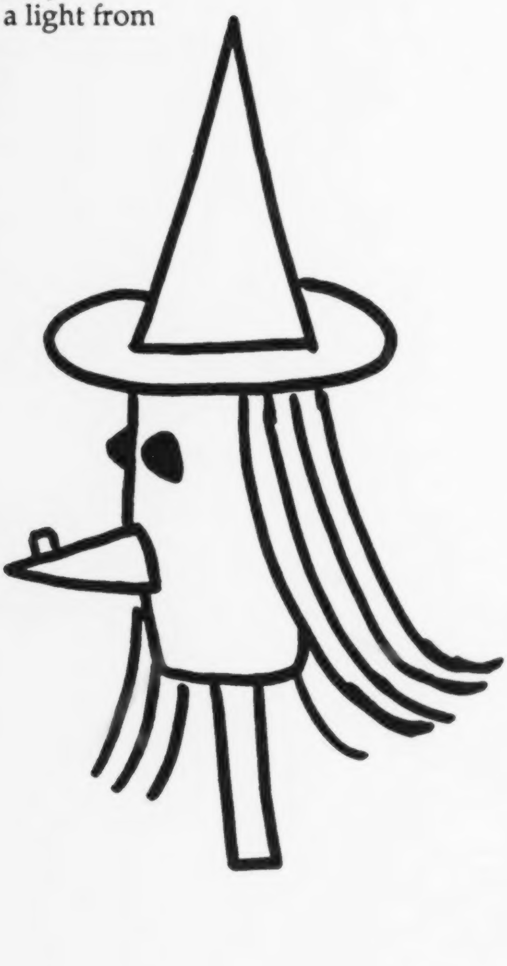
1. Cut a circle out of tissue paper or paper towel.
2. Wrap the tissue around the lollipop and tie its neck with string loosely.
3. Draw on features with a felt pen.



WITCH SHADOW PUPPET

Materials: 1 paper cup for head
1 paper cup - cone shape
1 small cone shape for nose
black construction paper
stick
glue
scissors

1. Attach black paper to cup for face.
2. Attach yarn around top of cup for witch's hair.
3. Add a circle for base of hat.
4. Attach cone shape to top of cup for hat.
5. Add small cone shape for witch's nose and paper for eyes.
6. Attach puppet to stick. Turn it sideways and shine a light from behind so a shadow is cast.



October Booklist

Glovach, Linda. *The Little Witch's Black Magic Book of Games.* Prentice-Hall, Scarborough, ON, 1974.
A collection of games suitable for all seasons and parties.

Johnson, Hanna Lyons. *From Seed to Jack-O-Lantern.* Lothrop, Lee and Shepard Co., N.Y., 1974.
Photographs and text introduce children to the life cycle of the pumpkin and give specific instructions for changing it into a jack-o-lantern.

Kalman, Bobbie. *We Celebrate the Harvest.* Crabtree Publishing Co. New York, 1986.
Discusses various ethnic/religious harvest festivals. Good chapter on the Canadian Thanksgiving dispels the confusion with American Thanksgiving, pilgrims and other misconceptions.

Spinelli, Eileen. *Thanksgiving at the Tappletons'.* Addison Wesley, Don Mills, ON, 1982.
Thanksgiving just may be a disaster this year, but the Tappleton family discover the value of more than turkey and stuffing for the meaning of Thanksgiving.

October: Notes for Next Time

November

Themes: Remembrance Day, Harvest, Animals

Suggested Activities

BRAVE PUPPET

- Students create puppets of the bravest person they know. Then they tell the class why this person is brave. They could also describe something brave that they have done.
- Invite a veteran to your class. Have your brave puppet conduct an interview with the veteran or have the veteran ask the puppet questions.

HARVEST TIME PUPPETS

- Research farmers, harvest time, squirrels, owls, bears or scarecrows and have the puppet present the information to the class. Have some students record a harvest story or poem their puppets have told.
- Brainstorm a list of foods that are harvested in autumn. Create a vegetable puppet using these foods.
- Research the hibernating habits of animals. Share and compare your information with the class. Chart the results of your information. Students may also wish to tell each other how their families get ready for winter. A suggested story to read is *The Ant and the Grasshopper*. Perhaps a visit to another classroom to share this information would be fun.

Primary Research Ideas

PICTURE RESEARCH

Students can learn much from observation; even before students can read they can do simple research from illustrations. Individually or in pairs, have children research an animal using pictures they find in books or magazines. Challenge them to gain five facts about their animal from looking at books. At least one fact should be something new to them. Have students record what they learned by drawing something to represent each fact.

I'D LIKE TO KNOW . . .

Arrange a cross-graded research project where younger students choose "Two things I want to know about my animal," and older buddies help them to locate the information. The students' "me" puppets could share the new knowledge with classmates.

ASK AND FIND OUT . . .

Have students use parents and others as resources to bring the class some knowledge about an animal the class is learning about.

LET ME SEE . . .

Set up a "browse box" with books and artifacts related to a particular theme. Have students spend 20 minutes at the browse box with a parent volunteer, teacher aide or student mentor. Allow children to explore materials in the box and bring back their discoveries or comments.

I went to the library and I learned . . . (draw or write with supervisor's help).

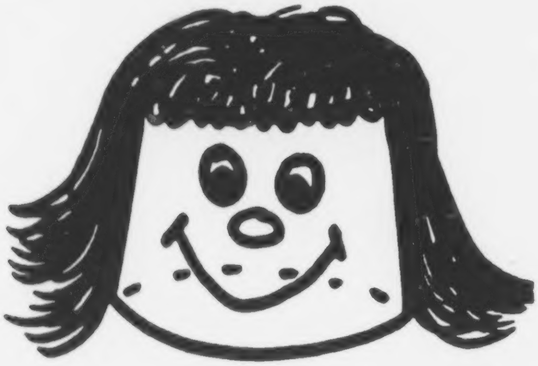
I really liked . . . (draw or write with supervisor's help).
I wonder about . . . (tell).

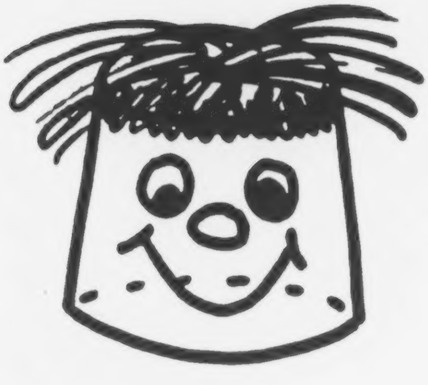
BRAVE PUPPET I

Styrofoam Cup Puppet

Materials: styrofoam cup
yarn
felt pens

1. On a styrofoam cup, draw the face of a brave person. The bottom of the cup is the top of the head.
2. Cut out a circle for the nose.
3. Cut a hole in top (bottom of cup) and insert yarn for hair.
4. Glue hair onto cup and trim around face.
5. Put your hand in the cup and place your middle finger through the hole to make a nose.



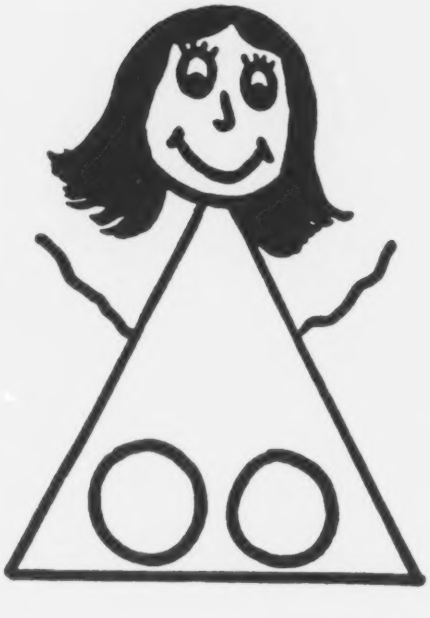


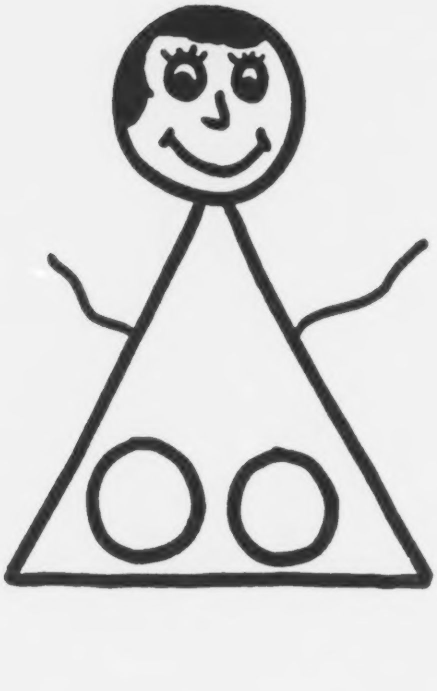
BRAVE PUPPET II

Triangle Person Puppet

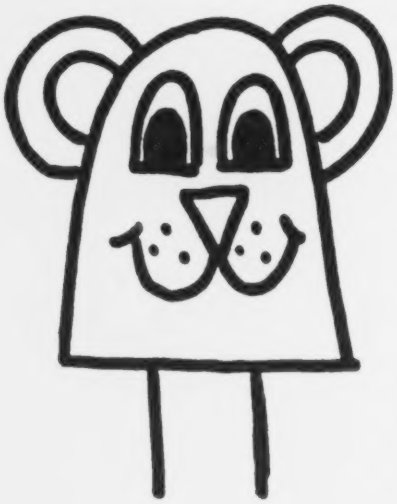
Materials: construction paper
pipe cleaner

1. Cut two triangular pieces of construction paper.
2. Use a pipe cleaner to make arms. Place the arms between the triangle shapes, glue the triangle pieces together, holding the arms in place.
3. Make a brave face out of a circle of construction paper.
4. To complete your brave person, cut two holes in the bottom of the triangle and put your first two fingers through to make legs.

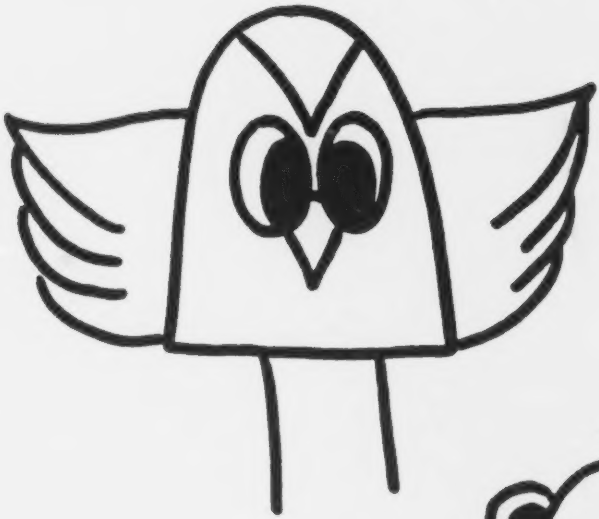




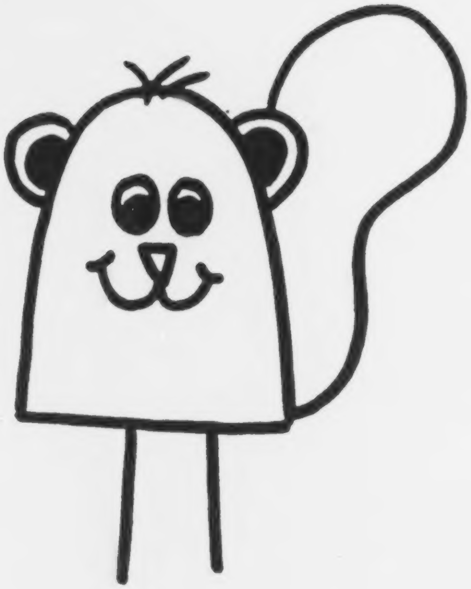
Harvest Time Puppet Ideas: Basic Hand Puppet



bear

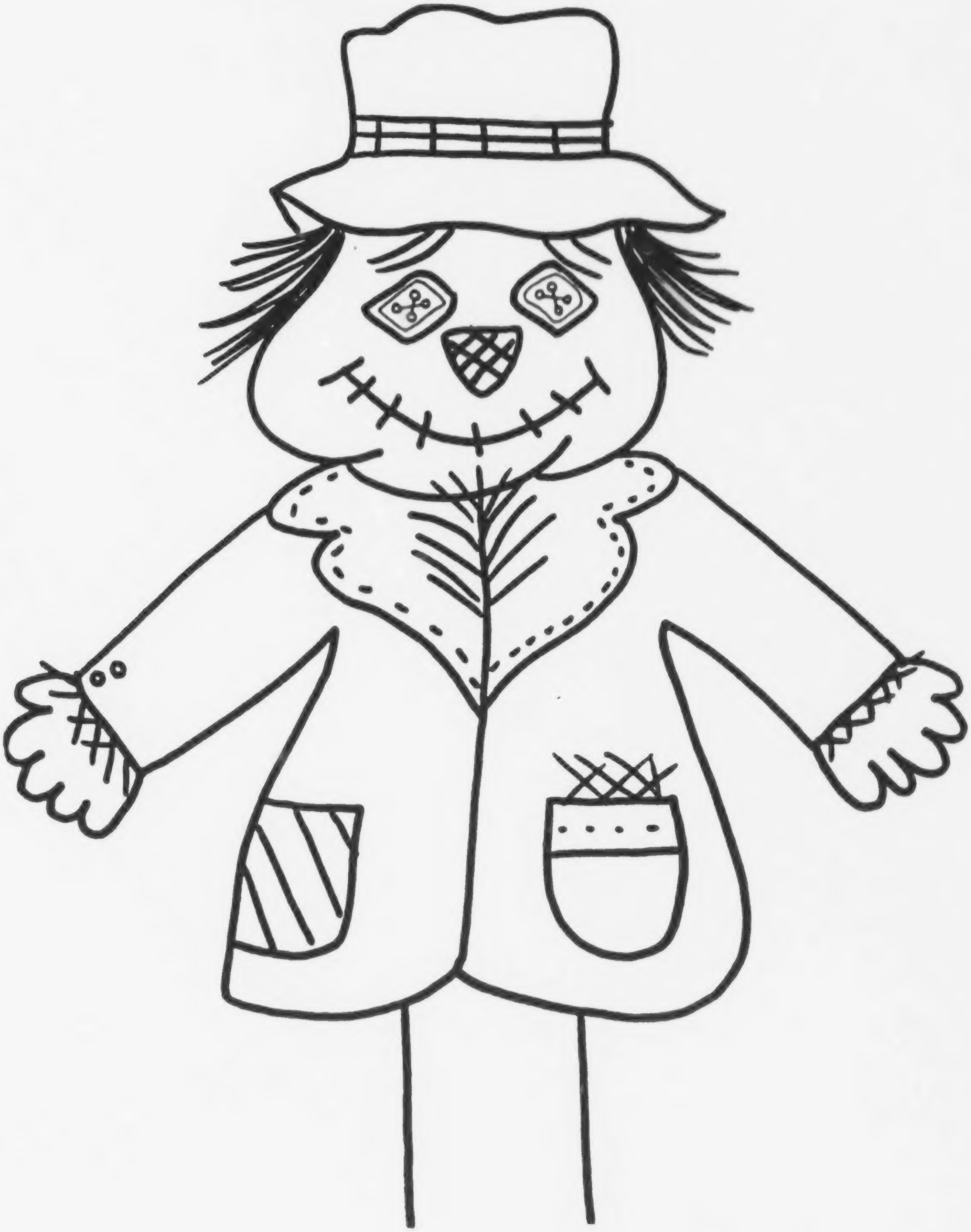


owl



squirrel

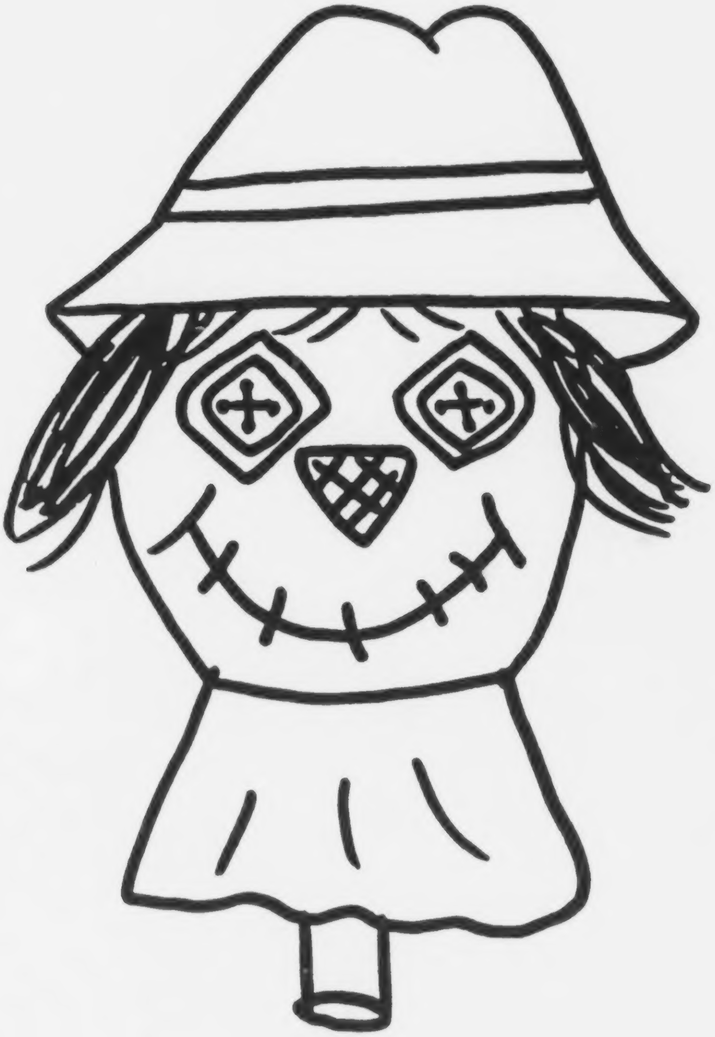
Harvest Time Scarecrow: Stick Puppet



SCARECROW PAPER BAG PUPPET

Materials: paper bags (various sizes)
scraps of fabric, felt, etc.
ruler or stick

1. Crumple newspaper and place in paper bag.
2. Insert a paper towel roll into centre of bag.
3. Attach an elastic or string around bag to make a neck.
4. Create your scarecrow's face out of materials available.
5. Place a stick or ruler into paper towel roll for support.



HARVEST TIME PUPPET

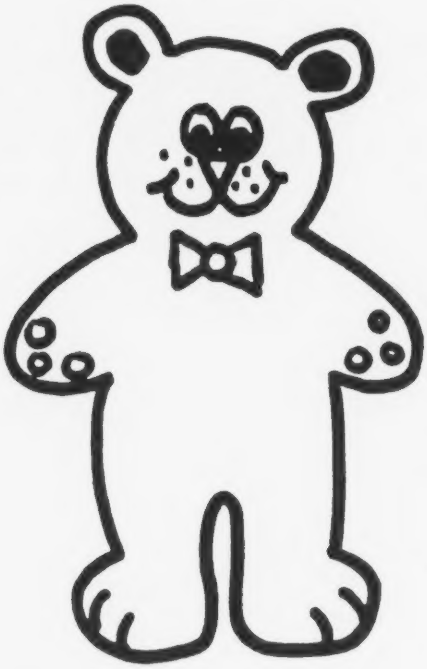
Materials: fall vegetables
stick
felt, wool
whole spices
buttons
toothpicks
sequins

1. Select a fall vegetable (potato, carrot, turnip, pumpkin, squash, parsnip, cabbage, zucchini, pepper, corn, onion).
2. Insert a stick in the vegetable so you can hold your puppet.
3. Use scrap materials, felt pens, wool, whole spices, buttons, toothpicks and sequins to add features.

BEAR PUPPET

Materials: tagboard or felt
cotton balls
glue
plastic eyes

1. Duplicate September Back-to-School Cutie pattern and add ears. Trace and cut two pattern pieces out of tagboard or felt.
2. On one of the shapes cut a horizontal slit, 2 cm from each side. Glue or sew the two shapes together.
3. Use a pencil to stuff cotton through the slit into upper and lower sections of your puppet.
4. Add a face to your puppet.
5. Put your hand in the back of puppet.



November Booklist

Brett, Jan. *Goldilocks and the Three Bears.* Dodd, Mead & Co., N.Y., 1987.
The illustrations in this retelling of a classic children's story capture children for a long time. Details encourage a great deal of discussion about much more than the story.

Brown, Margaret Wise. *Baby Animals* (illustrations by Susan Jeffers). Random House, N.Y., 1989.
A typical day in the life of several baby animals and a young girl. Exquisite illustrations.

Climo, Lindee. *Chester's Barn.* Tundra Books, Montreal, 1982.
Illustrations could stand alone in this book about animals in winter and the work Chester does to keep the animals fed and healthy. Winner of Canadian Association of Children's Librarians' Amelia Frances Howard-Gibbon medal for best illustrations.

de Paola, Tomie. *Haircuts for the Woolseys.* G.P. Putnam's & Sons, N.Y., 1989.
What happens when the sheep are shorn and then it snows? An imaginative solution will delight the little readers.

Greenland, Caroline. *Black Bears.* Grolier, Markham, Ontario, 1986.
A reference book for young children. Photographs and text help children learn about bears.

Greenland, Caroline. *Polar Bears.* Grolier, Markham, Ontario, 1986.
Part of the Nature's Children Series, this book is a reference for children who want information about polar bears.

Hawkins, Jacqui and Colin. *I Know an Old Lady who Swallowed a Fly.* G.P. Putnam's Sons, N.Y., 1987.
Readers enjoy peeking under the old lady's apron to see what happens to all those animals she swallows. Illustrations invite children to predict what will happen next.

Lindbergh, Reeve. *The Midnight Farm* (illustrations by Susan Jeffers). Fitzhenry and Whiteside Ltd., Toronto, 1987.
Story, in poetic form, describes a farm at midnight. Young readers can also count the animals hidden in the paintings. Illustrations of owl, raccoon and barnyard animals are too good to miss. Winner of the 1987 Redbook Children's Picturebook Award.

Martin, Ken. *Giants of the Sea*. The Image Bank, N.Y., 1988.
Full color photographs of whales, dolphins, sharks, turtles and other wonderful creatures of the sea are impressive. Children will enjoy browsing through this book for visual information.

Munsch, Robert. *Pigs*. Annick Press Ltd., Toronto, 1989.
A humorous lesson concerning the intelligence of pigs.

Pearson, Tracy Campbell. *Old Macdonald Had a Farm*. E.P. Dutton, N.Y., 1984.
The familiar children's game/song is illustrated in a delightful way. Children could be encouraged to count the menagerie that accumulates towards the end of the book. Repetition of text is helpful for reluctant readers.

Zola, Meguido. *Remembrance Day*. Grolier, Markahm, Ontario, 1987.
Good teacher reference, includes the poem "In Flanders Field."

November: Notes for Next Time

December

Themes: Christmas

Suggested Activities

CHRISTMAS PUPPETS

- Using upper-grade students as group leaders and script-writers, have students create a play about Christmas and develop puppets to act it out. Allow students rehearsal time and have them present their creation to the class. The type of puppets created will depend on the scripts. Have students use patterns from the Christmas puppets or create their own puppets. Plays might tell a story from the perspectives of various Christmas objects (a tree ornament, present under the tree, pine tree in the forest) or people (a forgotten elf, Mrs. Claus).

- Have students retell one of their favourite Christmas stories or sing a Christmas carol using puppets. Suggestions: "The Nutcracker," "The Little Match Girl," "The Shoemaker and The Elves," "Twas the Night Before Christmas," "Gingerbread Man," "Rudolph The Red-Nosed Reindeer," "A Christmas Carol," "The Twelve Days of Christmas." You could also use Christmas story starters, such as:

  - Rudolph broke his leg and . . .
  - There were no presents under the tree for . . .
  - Santa had the flu and . . .
  - The turkey ran away so . . .
  - I slept in until eleven o'clock on Christmas morning and . .
  - I had no present for my mother . . .
  - A special surprise I had planned for . . .
  - In the middle of the night I heard . . .
  - The power went off on Christmas Eve . . .
  - The decorations came to life . . .

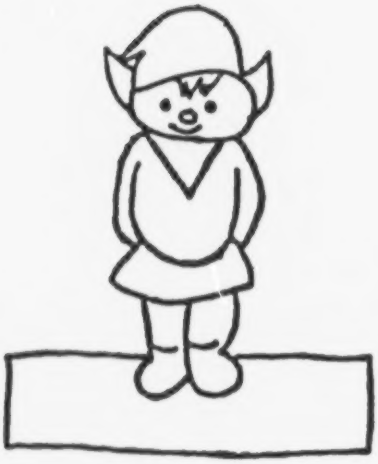
- Using their Christmas puppets, students can sing a song, play a tune on rhythm instruments or present a Christmas card they have made for someone.

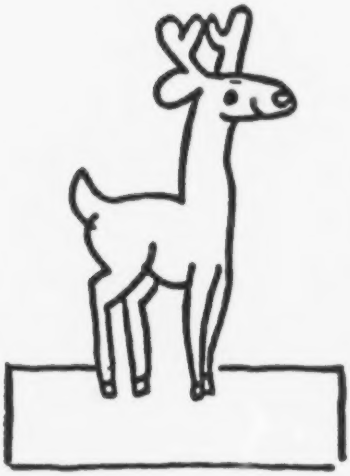
FINGER CHRISTMAS PUPPETS

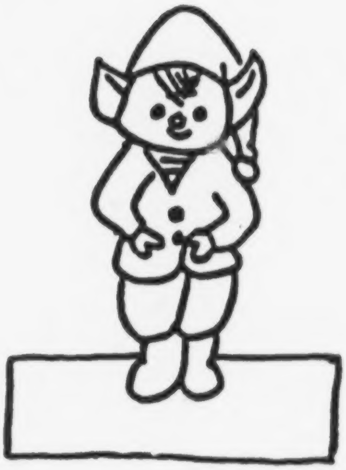
Create a counting rhyme as a class. Allow students to work in pairs or individually to write their own counting finger play. Have the students create puppets to present their counting rhymes to the class.

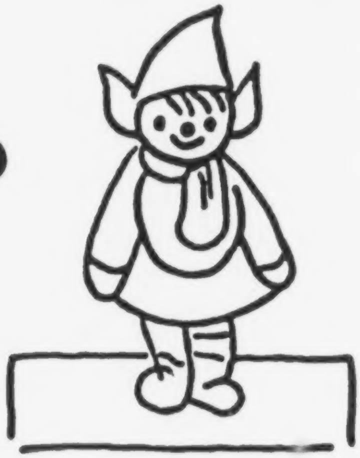
Five Christmas toys, waiting by the door,
One got packed, and then there were four,
Four Christmas toys, under the Christmas tree,
One got lost, and then there were three,
Three Christmas toys, just waiting for you,
One crawled in Santa's pack, and then there were two,
Two Christmas toys were having lots of fun,
One got tired, and then there was one,
One Christmas toy was left on the floor,
The grinch picked it up and headed out the door.

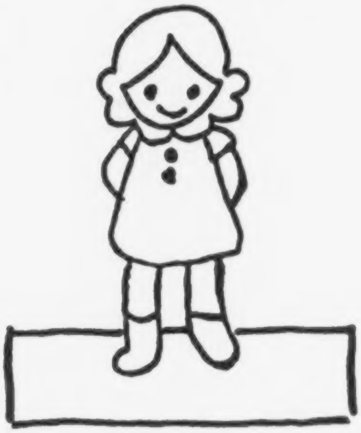
Christmas Puppet Ideas

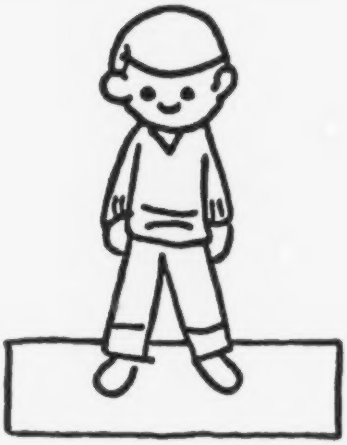


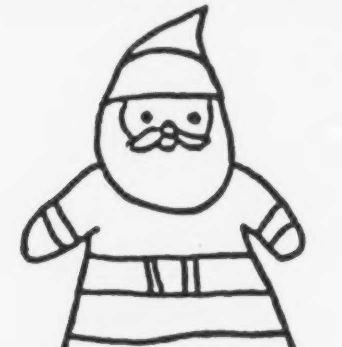


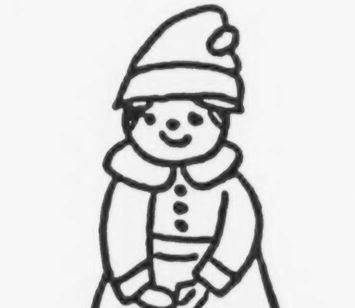


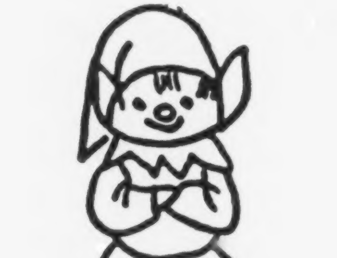








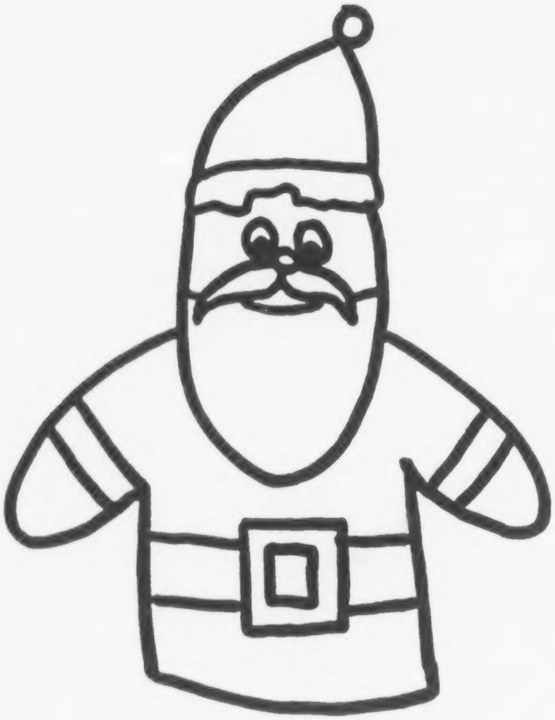




SANTA FINGER PUPPET

Materials: construction paper or felt
glue
scissors
pipe cleaner

1. Cut out two pieces of felt or construction paper. Glue shapes together, leaving the bottom open.
2. Cut out head shape for Santa. Add a beard, hair and cap using a variety of colours and shapes.
3. Glue a pipe cleaner to the back for support.



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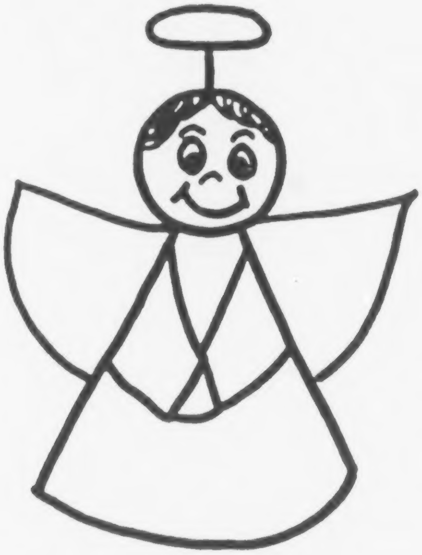
ANGEL PUPPET

Materials: semicircle of construction paper
styrofoam ball for head
sequins, beads, yarn, popsicle sticks
odds & ends for features

1. Take a semicircle of construction paper and glue the straight edges together so that it forms a cone shape.
2. Push the popsicle stick through the top of the cone and into the base of the styrofoam ball. Make sure that the cone shape is inserted in the styrofoam ball.
3. Add yarn for hair, and use sequins, beads or odds and ends to add features to your angel.
4. Add construction paper arms to the side of your angel.



December Booklist

Aoki, Hisako. *Santa's Favorite Story* (illustrations by Ivan Gantschev). Picture Book Studio, Neugebauer Press Ltd., London, 1988.
Santa tells the animals his favourite Christmas story.

Bird, Malcolm. *The Christmas Handbook*. Thomas Allen & Son Ltd., Markham, Ontario, 1986.
A handicraft book, includes instructions for cards, games, chocolate goodies, as well as information about special Christmas traditions.

Jeffers, Susan. *Silent Night*. E.P. Dutton, N.Y., 1984.
Illustrated version of The Christmas Carol. Music manuscript (melody only) included.

Miyoshi, Seikya. *The Christmas Lamb*. Methuen Children's Books, Routledge, Chapman & Hall Inc., New York, 1975.
Illustrations will capture the attention of young readers as they hear how an angel took a little lamb to find Christmas.

Richards, Jack. *Johann's Gift to Christmas*. Brock Webber Co. Ltd., Vancouver, 1972.
The story of a little mouse who was responsible for the need to write the carol, "Silent Night."

Speare, Jean. *A Candle for Christmas* (illustrations by Ann Blades). Douglas & MacIntyre, Vancouver, 1986.
On Christmas Eve, Tomas patiently awaits the return of his parents.

Van Allsberg, Chris. *The Polar Express*. Houghton Mifflin Co., Boston, 1985.
A young boy goes on a magical train ride to visit Santa Claus at the North Pole. While there, he is selected to receive a gift from Santa. His choice reinforces the magic of Christmas for everyone.

Winstanley, Rita. *The Oxford Merry Christmas Book*. Oxford University Press, N.Y., 1987.
A collection of stories, poetry, recipes and activities focusing on Christmas traditions around the world.

December: Notes for Next Time

January

Themes: Winter, Animals, New Year

Suggested Activities

NEW YEAR'S RESOLUTION PUPPET

Discuss New Year's resolutions. Encourage students to make realistic resolutions. Have the children create a paper bag puppet (see November Scarecrow paper bag puppet) of themselves and staple their resolutions to the puppet. The students may wish to share their resolutions with individuals, groups or the entire class. Puppets could be put on display on a bulletin board or, use September "ME" puppets to share resolutions.

ANIMAL PUPPETS   INUIT PUPPET

Have students research Inuit people or animals that inhabit the Arctic and Antarctic. Animals that might be researched are penguin, seal, walrus, whale, polar bear, lemming, snowy owl, arctic fox, arctic wolf.

Animal Research Sheet

I am a ______________________________

My name is ______________________________

I can ______________________________

I am afraid of ______________________________

I hope for ______________________________

I like ______________________________

My enemies are ______________________________

I make my home ______________________________

SNOWMAN PUPPET

- Discuss winter and the changes that occur during this season. Have students imagine they are snowmen—as they are being made as well as when they start melting. Have students describe how they felt as they melted. Students may create a marshmallow snowman puppet to help them express their feelings. They may also brainstorm ideas on some of the following:
  - things that are cold
  - things that melt
  - things that you see only in the winter
  - things that are white.
- Using the snowmen poems, create five cotton-ball snow-puppets. Have students learn, recite and act out the poem using their puppets.

Five Little Snowmen

Five little snowmen, hopping through the door.
Tubby got stuck, and then there were four.
Four little snowmen, sitting by a tree.
Frosty rolled away, and then there were three.
Three little snowmen heard an owl say, "Whoo!"
So Bashful hid, and then there were two.
Two little snowmen, having lots of fun.
Roly-Poly melted, and then there was one.
One little snowman, was only left alive.
Then his friends came back, and now there are five.
(by Vera Schuelke)

It's Sad To See a Snowman Waste Away

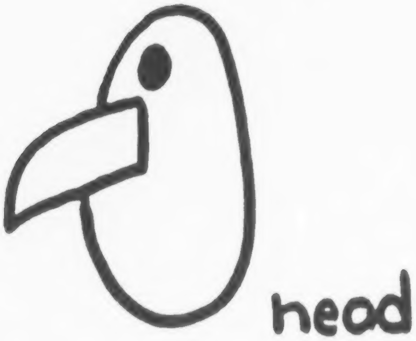
It's sad to see a snowman waste away
to see him drip and droop
and look so awful grey.
First the pipe
and then the nose
next the head ball
melts and goes.

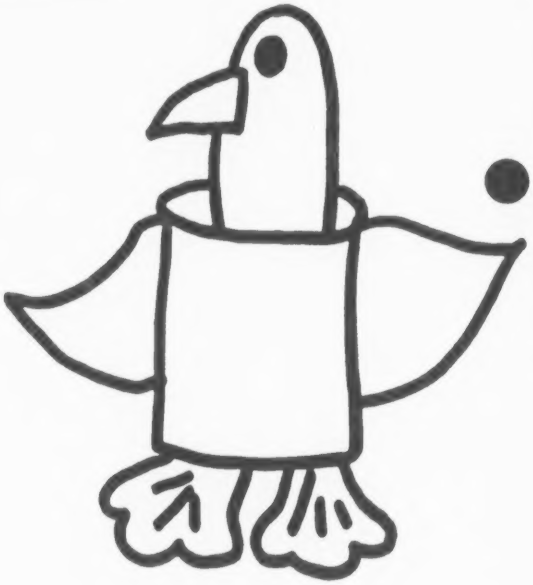
The sun picks on him
all day long
(It seems unfair
he's done no wrong).
No matter what I do or say
a snowman's bound
to go this way
and it makes a child's heart
sad indeed
to watch a snowman go to seed.
(by Mary Sullivan)

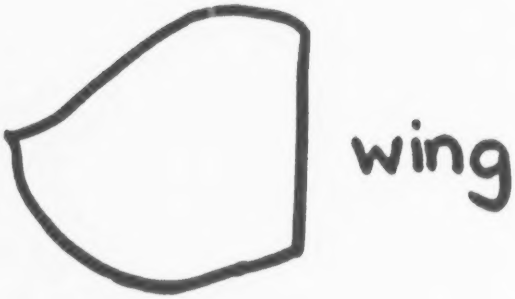
PENGUIN TISSUE ROLL PUPPET

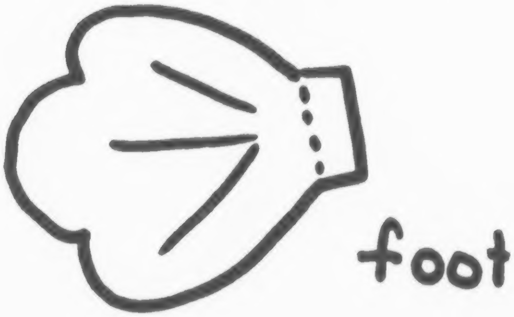
Materials: 1 tissue roll
white, black, orange construction paper
2 plastic eyes
glue, scissors

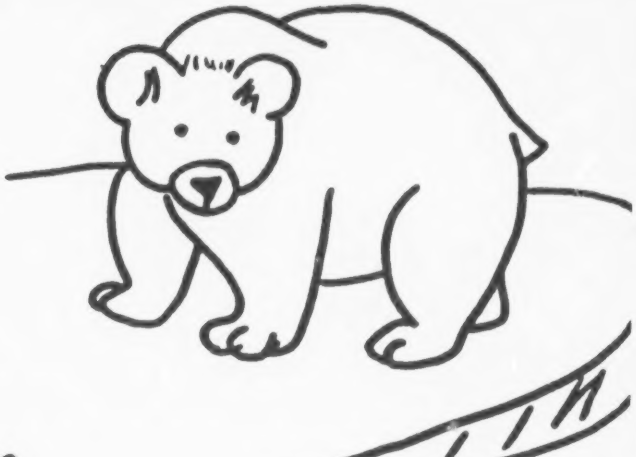
1. Glue black paper onto tissue roll.
2. Make a head for the penguin. Glue it into the inside of the roll.
3. Make 2 wings and 2 feet. Glue these onto penguin roll.
4. Add eyes and a beak.
5. Give your penguin a name.
6. Have students design another type of winter animal using tissue rolls. Have them write down step-by-step directions to tell a friend how to make one (e.g., seal, polar bear, lemming, arctic fox, snowy owl, walrus, sea lion, whale).

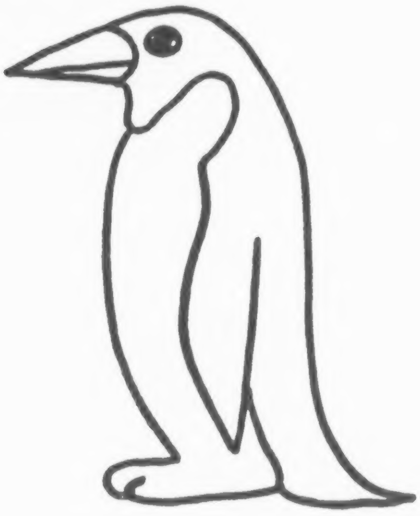


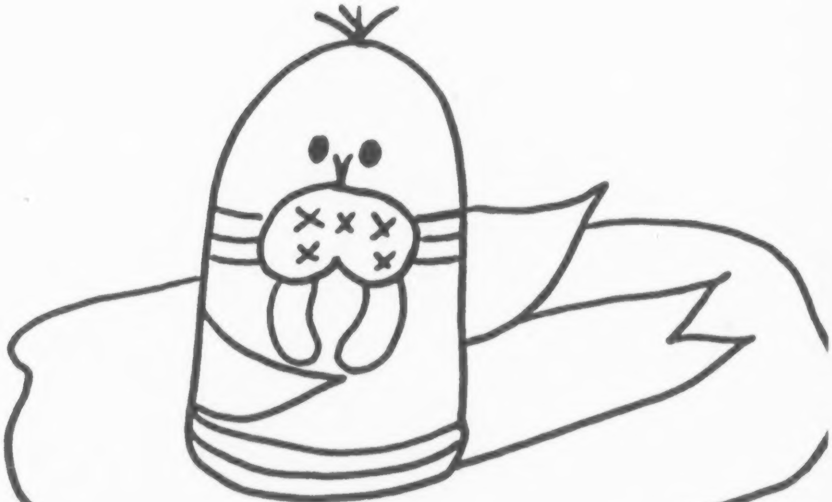












PAPIER-MACHE INUIT PUPPET

Materials: 1 light bulb
newspaper strips
wallpaper paste (or water & flour)
fabric, felt, wool, tagboard
scissors

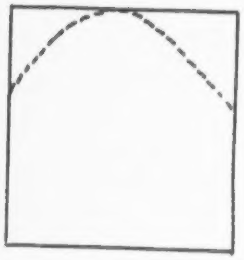
1. Glue a tube of tagboard to the bottom section of the light bulb, for your index finger.
2. Dip strips of newspaper in paste. Layer these around head one way, then the other way. Cover tagboard tube for support. Do at least 4 layers.
3. To mold face, use small balls of papier-mache to form eyes, nose and mouth. This will give a three-dimensional effect.
4. Allow to dry.
5. To form body, trace the shape of your hand and cut out 2 pieces.
6. Glue or sew 2 pieces together, leaving the bottom open for your hand.
7. When head is dry, insert body pieces into the tagboard "neck."
8. Use various pieces of material, felt or wool to design your own Inuit outfit.

OTHER SUGGESTIONS:

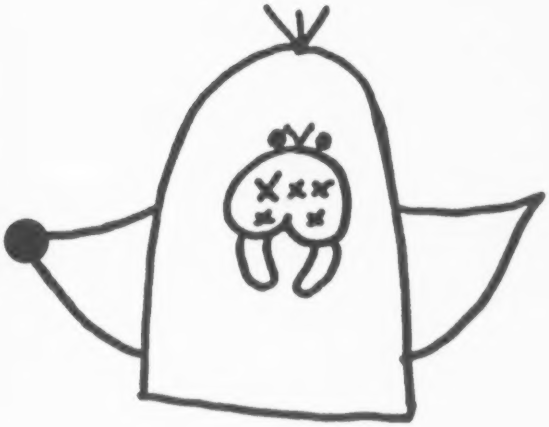
The papier-mache puppet could be an arctic animal such as a snowy owl, whale, lemming, sea lion, arctic fox or walrus.

BASIC HAND PUPPET

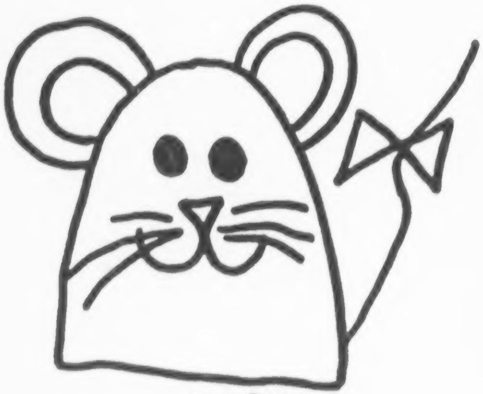
Materials: one 9" x 12" sheet coloured construction paper
scraps of construction paper or
odds & ends to add features
scissors, glue & crayons



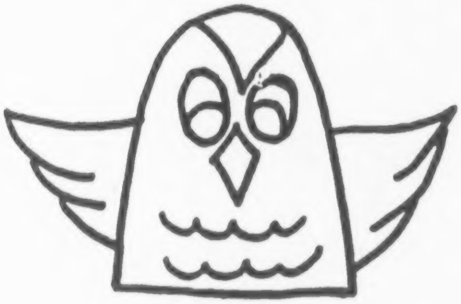
1. Fold 9" x 12" paper into thirds.
   Glue overlapping sides.
   Round off top for head.
2. Glue top of head closed.
3. Add features to complete your puppet.
   This will vary with the type of puppet you are creating.



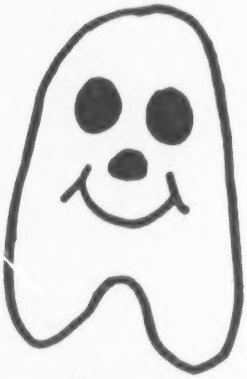
walrus



mouse



owl

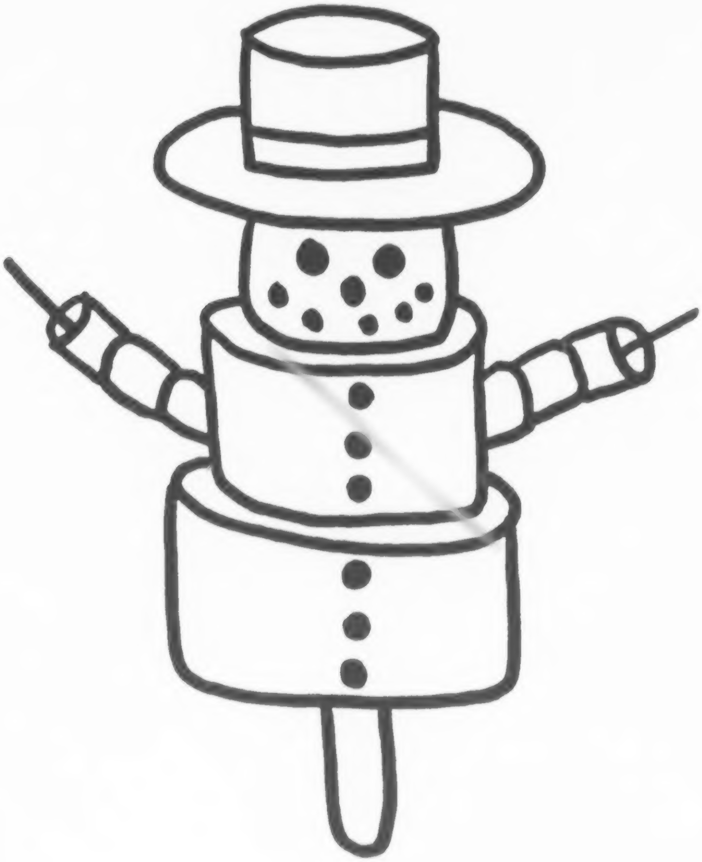


tooth

MARSHMALLOW SNOWMAN

Materials: small and large marshmallows
toothpicks
whole cloves
felt, buttons
black construction paper
popsicle stick

1. Use toothpicks to stack three large marshmallows together to form a snowman body.
2. Use two toothpicks and small marshmallows to form arms.
3. Use whole cloves or black felt to make face and buttons.
4. Make hat from black paper.
5. Insert a popsicle stick in bottom marshmallow.



COTTON BALL SNOWMAN

Materials: 3 cotton balls of varying sizes
popsicle sticks
odds & ends for features

1. Glue the 3 cotton balls on the popsicle stick to make the snowman.
2. Add facial features.
3. You may wish to give your snowman a hat, scarf or a broom to hold.

January Booklist

Bonners, Susan. *A Penguin Year*. Dell Publishing, N.Y., 1981.
Learn about the perpetual winter animal—penguins. Story-like text is informative and interesting for young readers.

Bowell, Laurie. *It's Snowing*. Wayland Publishers, 1985.
Photographs and text explain the weather phenomenon—snow. Glossary included.

Briggs, Raymond. *The Snowman*. Random House, N.Y., 1978.
A wordless picture book. What would happen if a snowman came to life? A little boy has a magical adventure with a special snowman.

Fisher, Ronald M. *Animals in Winter*. National Geographic Society, Washington, D.C., 1983.
Photographs and text help explain the mystery of what happens to animals in winter.

Janosch. *Dear Snowman*. World Publishing Co., N.Y., 1969.
What would happen if you brought a snowman home for dinner?

Keats, Ezra Jack. *The Snowy Day*. Viking Press, N.Y., 1962.
A classic having-fun-on-a-snowy-day kind of book. Colourful illustrations.

Levine, Caroline Anne. *Snow Fun*. Franklin Watts, N.Y., 1981.
Games and activities for winter fun are explained in recipe format.

Vigna, Judith. *Boot Weather*. Albert Whitman & Co., Illinois, 1989.
A little girl enjoys playing with her favourite winter boots in the backyard. As she does so, the slide becomes a mountain for her to climb, an icy patch becomes a hockey rink and the backyard becomes a wonderful wintery adventure.

Wallace, Ian. *Chin Chiang and the Dragon's Dance*. MacMillan Publishing, N.Y., 1984.
It is time to celebrate the Chinese New Year and Chin Chiang wants to be a part of the dragon dance. With determination and the assistance of a special lady, Chin Chiang's desire is fulfilled.

Webster, Harriet. *Winter Book*. MacMillan Publishing, N.Y., 1988.
Collection of ideas for winter—how to dress, how nature copes, fun and games, food, winter celebrations.

January: Notes for Next Time

February

Themes: Groundhog Day, Valentine's Day, Friends

Suggested Activities

GROUNDHOG PUPPET

- Discuss Groundhog Day and groundhogs. As a class, develop a cinquain poem about a groundhog.

Cinquain Format:

1 word (title)	Groundhog
2 words (describe groundhog)	Brown, furry
3 words (movement words)	Slow, sleepy, peeking
4 words (how do you feel about it)	Cute, happy, cuddly, shy
1 word (summarize)	Weather-watcher

Have students recite this as a class. Students may write their own cinquain poem about groundhogs, individually or in small groups. They may use their puppet to share poems or to recite the poem that the class developed.

- Using their groundhog puppets, students go outside and trace the shadow that their puppet casts. Have them measure the length of the shadow. Repeat this activity at various times during the day so that the children can observe the changes that occur. You might wish to have students record the changes on a graph. Students may wish to measure their own shadows as well.

- Sing "Groundhog Day" song below to the tune of "Mary Had A Little Lamb." Use the puppets during the song.

Groundhog Day

Did he see his shadow, shadow, shadow.
Did he see his shadow on Groundhog Day.
Yes, he saw his shadow, shadow, shadow.
Yes, he saw his shadow on Groundhog Day.
He didn't see his shadow, shadow, shadow.
He didn't see his shadow on Groundhog Day.

FRIENDSHIP PUPPET

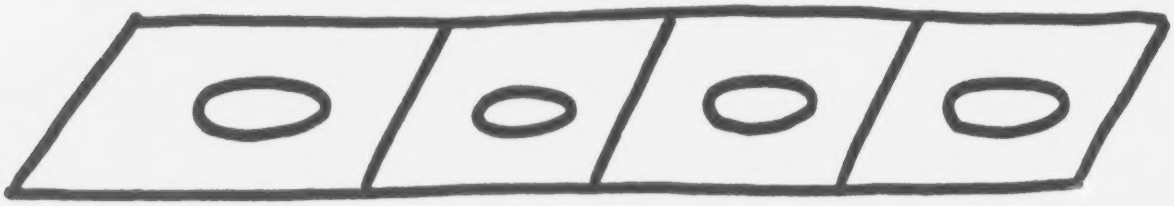
- Use Back-to-School Cutie (the "ME" puppet) or any previously made puppet.

- Pair students. Have students write a story about their partners. Have them include why they like their friend and have them create a friend puppet. The students may like to have a box social with their partner and present their friend puppet to their partner. A student survey sheet is provided on the next page. Students may use this sheet to present ideas to the class.

VALENTINE PUPPET

- Have students write a short story about Saint Valentine. Create a simple marionette. Have students find partners who will read their stories while they operate their marionette. Instead of making marionettes, you may wish to have the students become marionettes and their partners be the puppeteers.

- Have the students tell, in sequence, how they celebrate Valentine's Day. Use a box lid with holes for an action "comic strip" of how Valentine's Day is celebrated.



- Students may wish to create hand or finger puppets for this activity. Make sure the hole cut in the shoebox lid is large enough for the puppet to pass through easily.

- Have students list different ways of giving Valentines and have them make a puppet that tells the ways. Students may use the puppets to distribute Valentines. Puppets can be drawn on the hand. Draw the eyes, nose and upper lip on the index finger. The lower lip is drawn on the thumb. By moving the thumb up and down, the "puppet talks."

STUDENT SURVEY SHEET

FRIENDSHIP PUPPET

What I like about ______________________________

Student #1: ______________________________

____

Student #2: ______________________________

____

Student #3: ______________________________

____

Student #4: ______________________________

____

Student #5: ______________________________

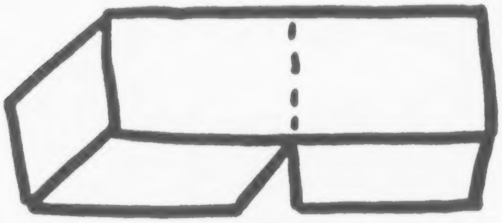
____

Use this information and your own ideas to make your presentation about your partner to the class.

GROUNDHOG BOX PUPPET

Materials: 1 box (cereal or shoe box, milk carton, etc.)
brown paper
scraps of paper
glue
scissors

1. Cut the box down the centre (not all the way through), so that it will have a top and bottom.

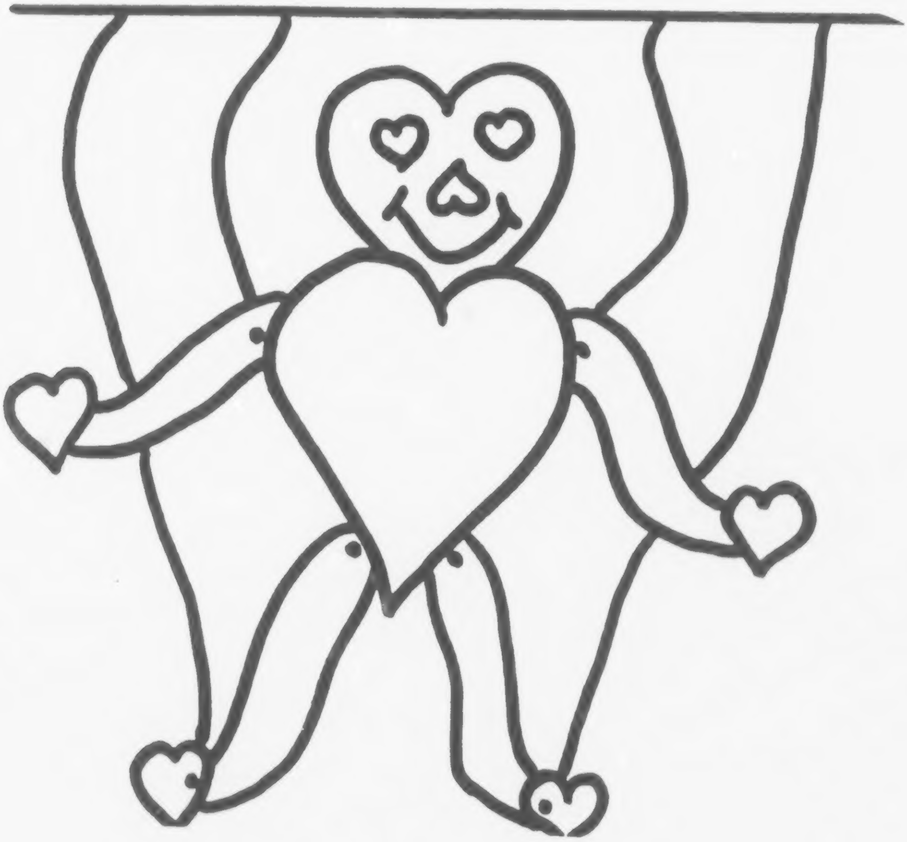


2. Decorate your box to resemble a groundhog. Add eyes, ears, nose, mouth and paws.
3. Take your groundhog outside to discover if it can see its shadow.

VALENTINE PUPPET

Materials: red paper (bristol board)
4 brass fasteners
glue
scissors
string or yarn

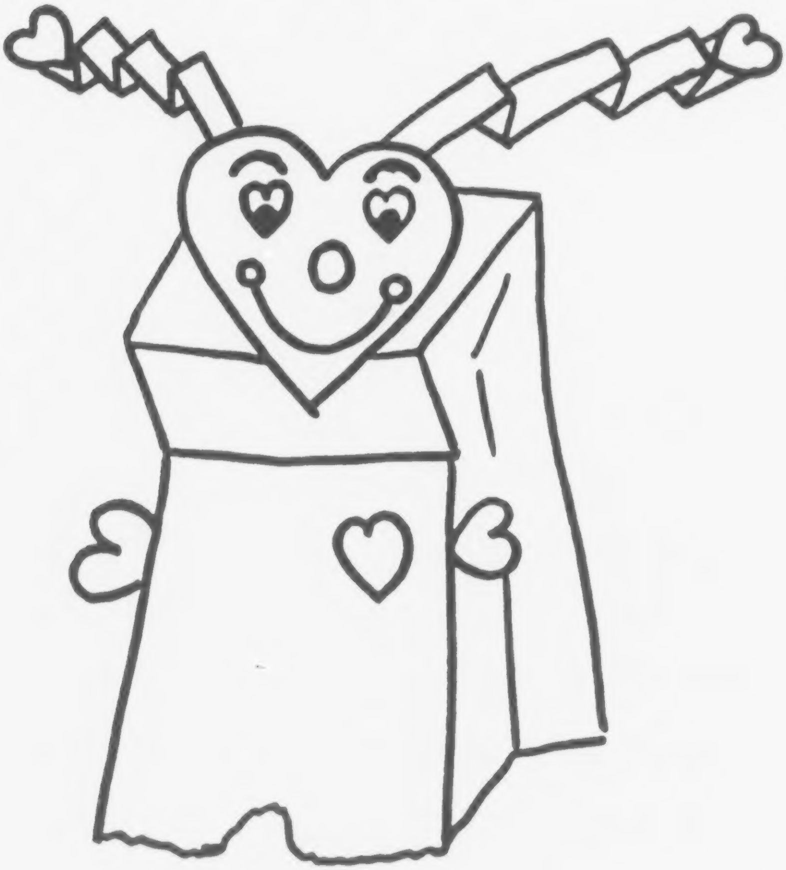
1. Draw and cut out a large heart-shaped body, a heart-shaped face and 4 small hearts for hands and feet.
2. Cut out 4 strips for arms and legs.
3. Glue small hearts on strips to form hands and feet.
4. Glue heart-shaped face onto large body. Design Valentine face.
5. Punch 4 small holes and insert a brass fastener where arms and legs will go.
6. Punch a small hole in each Valentine heart hand and foot. Put string or yarn through each hole and tie.
7. Use string or yarn to move your Valentine marionette.



LOVE BUG PUPPET

Materials: paper lunch bag
red paper (bristol board)
crayons, felt pens

1. Make a face with paper hearts, crayons & felt pens. Attach it to the bottom of a lunch bag.
2. Make accordian-folded antennae and attach to face. Glue hearts on ends of antennae.
3. Make heart arms and attach to side of bag.
4. Place hand in bag. Open and close hand in fold to make your love "bug" talk.



February Booklist

Barkin, Carol and Elizabeth James. *Happy Valentine's Day*. Lothrop, Lee and Shepard Books, N.Y., 1988.
Everything you could possibly need for a Valentine's party—recipes, games and crafts.

Buscaglia, Leo. *A Memory for Tino*. Macmillan Canada, Toronto, Ont., 1988.
Tino and his friends believe the old lady living in the rickety house is really a vampire. Eight-year-old Tino discovers some special things about the old woman.

Greydanus, Rose. *Valentine's Day Grump*. Troll Associates, Mahway, N.J., 1981.
Gus is grumpy and a valentine would certainly make him happy, but everyone is afraid to give him one.

Kahlman, Bobbie. *Fun With My Friends*. Crabtree Publishing, N.Y., 1985.
Poems about friends.

Schwerin, Doris. *The Tree That Cried*. Caedmon, N.Y., 1985.
Children are fighting in the shade of a very old tree. The arguing makes the tree sad and it begins to cry and shed its leaves.

Sharmat, Marjorie Weinman. *The 329th Friend*. Four Winds Press, N.Y., 1979.
Emery Raccoon is bored with himself and invites 328 people to a party hoping at least one of them will like him.

Silverstein, Shel. *The Giving Tree*. Harper & Row, San Francisco, CA, 1964.
A boy and a tree develop a very special friendship. All ages are touched by the sensitivity of this story.

Waber, Bernard. *Ira Sleeps Over*. Houghton Mifflin Co., Boston, 1972.
Ira is going to stay at his friend Reggie's house, but is not sure whether or not taking his teddy bear would be a good idea. A special kind of friendship story. Also read *Ira Says Goodbye*. What happens when a best friend moves away?

Watson, Clyde. *Valentine Foxes*. Orchard Books, Franklin Watts, N.Y., 1989.
A Valentine party spells potential disaster for Zandy, Pandy, Poot and Little Dilly until Little Dilly saves the day!

White, E.B. *Charlotte's Web*. Harper & Row, San Francisco, CA, 1952.
A special friendship between a pig, a spider and a little girl.

February: Notes for Next Time

92

March

Themes: St. Patrick's Day, Weather

Suggested Activities

MARCH LION AND MARCH LAMB PUPPETS

- Discuss the saying "March in like a lion and out like a lamb." Have students discuss the changes in weather that occur. Match the students with partners; one student creates a lion puppet, the other a lamb puppet. Involve the two puppets in a discussion of who should "march" in and who should "march" out. Students may wish to discuss how they act like lions or lambs. When is it appropriate to act like lions or lambs?

- Have students write a play about the lion or lamb. They could tell what their lives are like. How does the time of the year and the weather affect these lions or lambs?

- Go on a walk with your class—lions marching in first if March has come in like a lion. The lambs will follow bringing the news that March has gone out like a lamb.

ST. PATRICK'S DAY PUPPET

- Have students research leprechauns and share their information with the class. You may wish to have students research Ireland and snakes as well. Have the students create puppets to share the information.

- Have students create puppets to be an airline pilot, crew and passengers and go on a "flight" to Ireland. Have the students investigate how much it would cost to fly for the passenger and the cost to the airline. You may wish to make an "Emerald Isle" centre to greet your passengers. Perhaps student could map their flight or discuss trips they have taken.

- Gather lists of Irish Christian and surnames. Students could alphabetize these names or work on syllables or capitals. A snake chain (with an Irish name on each snake) could be put up around the room.

- Discuss the historical importance of the potato to Ireland. Students may create a potato puppet to share their knowledge about the many uses of the potato. Students could have puppets describe their favourite potato dishes. Vegetable puppets are described in the November activities.

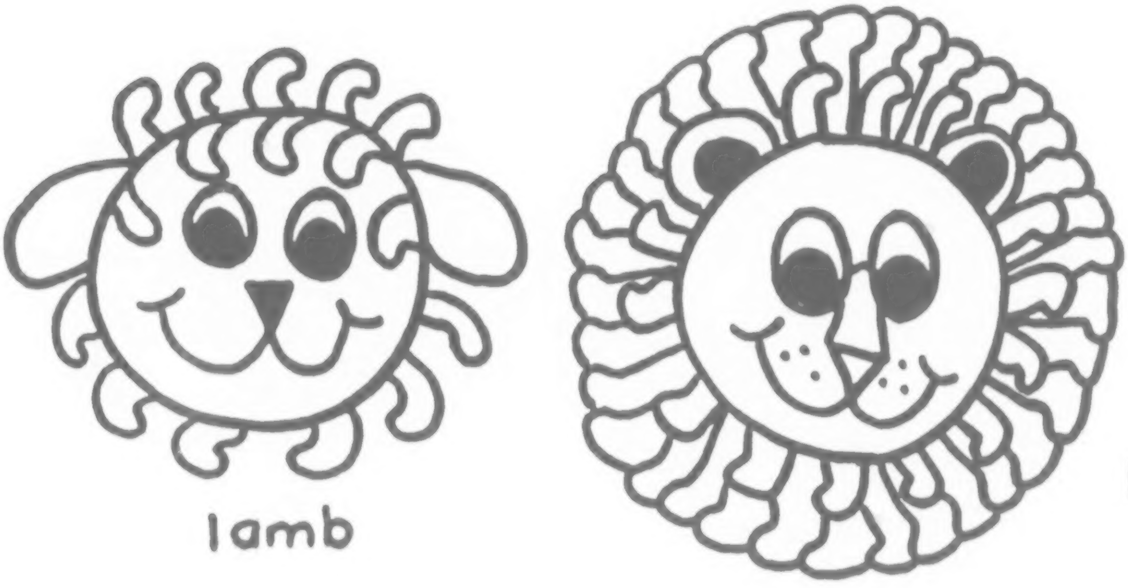
- Have students use marionettes to perform Irish jigs. Provide authentic Irish music for appropriate accompaniment for the puppets. Students in groups could form a "green-bottle band." Have the bottles filled with various levels of water and have students play an Irish tune for the marionettes.

MARCH LION AND MARCH LAMB PUPPETS

Materials: 3 paper plates
strips of yellow paper (30 cm, 20 cm, 10 cm) for lion
strips of white paper (30 cm, 20 cm, 10 cm) for lamb
scraps of coloured paper
4 large plastic eyes
stapler, scissors

1. Fold and cut one paper plate in half.
2. Staple the half-plate to the back of the whole plate to make a place for your hand.
3. Lion: Curl strips of yellow paper around pencil to make a mane. Begin with 30 cm. strip, curl and glue around outer edge of plate. Do the same for the 20 cm strip and the 10 cm strip. Glue strips on top of each other to create a full mane. Glue plastic eyes on face. Make a nose and mouth.
4. Lamb: Follow same steps as for lion, using white strips of paper for wool.

paper plate lion and lamb



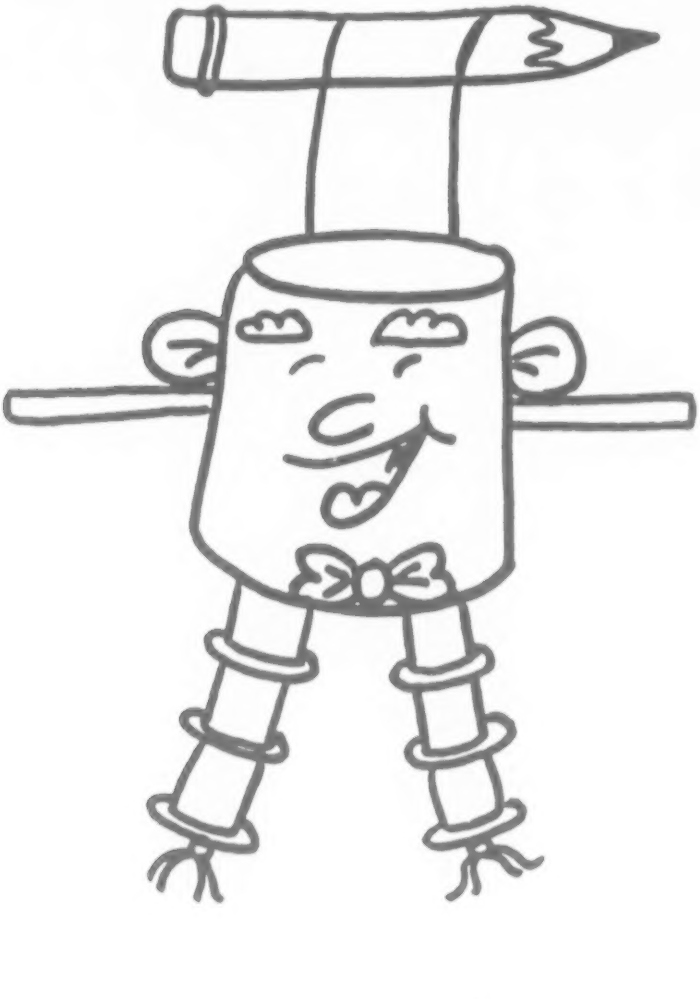
lamb

lion

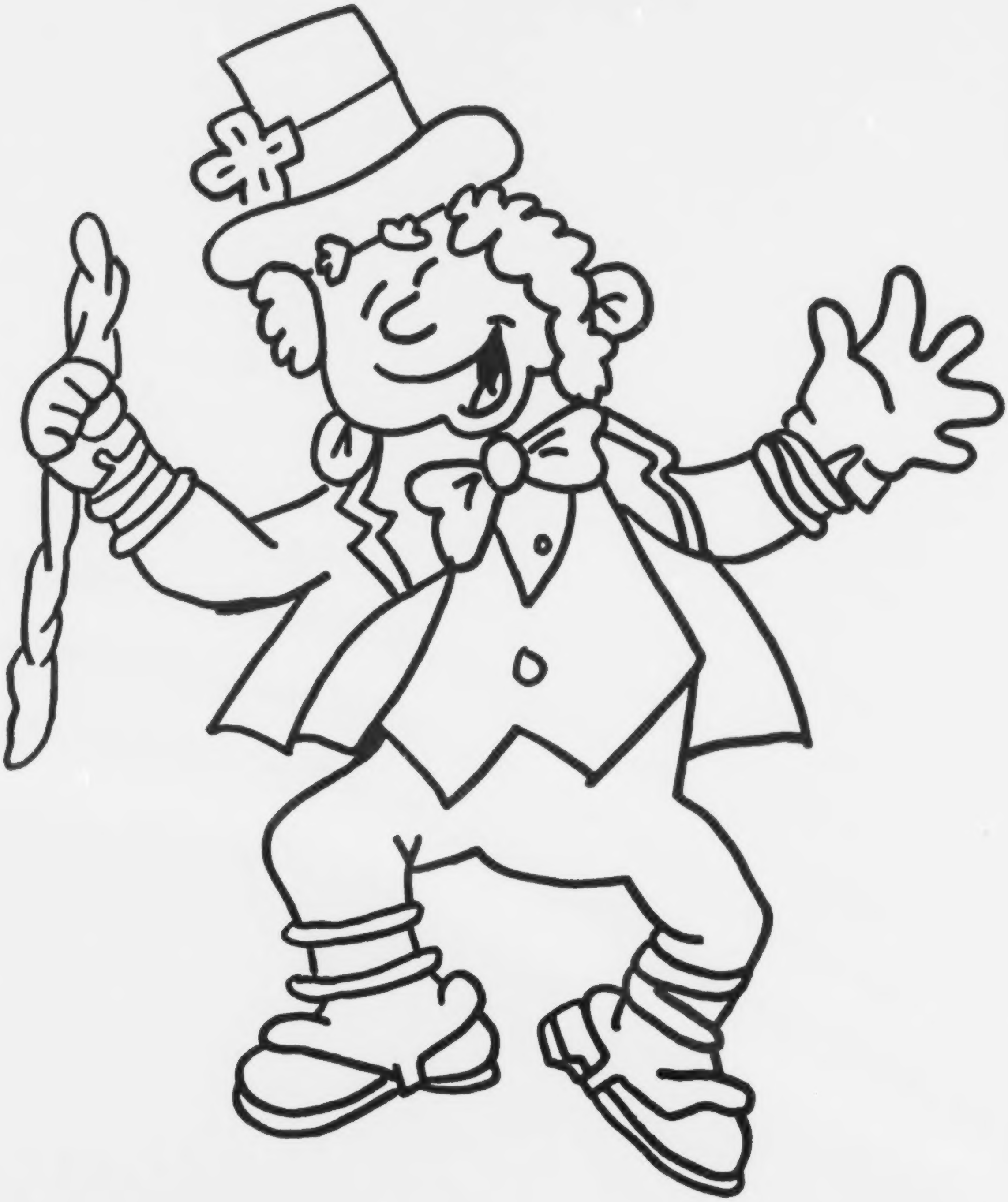
ST. PATRICK'S DAY PUPPET

Materials:	2 sticks or dowels 1 toilet tissue roll 6 thread spools string paint

1. Put one stick through the roll to make arms.
2. For legs, thread string through 3 thread spools and up through roll. Tie the ends to the second stick.
3. Give the puppet a face and clothes. Use lots of green. You may even wish to paint the body green.



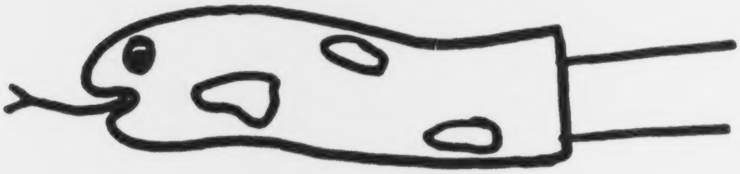
Pattern - Leprechaun Stick Puppet



SNAKE SOCK PUPPET

Materials: sock
buttons
felt & fabric scraps
glue

1. Place the sock over your hand and push the end inside so that your puppet has a mouth.
2. Glue on buttons or felt for eyes and nostrils.
3. Make a forked tongue for your snake. Glue it inside the mouth.
4. Add anything else that will make your snake unique.



March Booklist

Barth, Edna. *Shamrocks, Harps and Shillelaghs.* Houghton Mifflin, N.Y., 1977.
Explains symbolism surrounding this Irish holiday. Includes stories, recipes and a variety of useful teacher resource information.

Branley, Franklyn M. *Flash, Crash, Rumble and Roll.* Thomas Y. Crowell, N.Y., 1985.
Easy format explains thunderstorms, why they occur and provides safety tips to follow in an electrical storm.

Bunting, Anne E. *St. Patrick's Day in the Morning.* Houghton Mifflin, N.Y., 1980.
Jamie is young, but insists he is old enough to participate in the St. Patrick's Day parade.

Hutchins, Pat. *The Wind Blew.* Macmillan Publishing Co., Toronto, Ont., 1974.
When the wind becomes particularly strong, people have difficulty hanging onto their belongings. Everything gets all mixed up, with hilarious results.

Lobel, Arnold. *The Turnaround Wind.* Harper & Row, San Francisco, CA, 1988.
Turn the book around to read it from both sides to see what happens when the wind blows.

Martin, Bill Jr. and John Archambault. *Listen to the Rain.* Henry Holt & Co., N.Y., 1988.
Poetic style, easy format and soft illustrations invite the reader to listen to the sounds of a rainy day.

Suzuki, David. *Looking at Weather.* Stoddart, Toronto, 1988.
Facts, experiments, activities and opportunities to discover what makes the weather.

March: Notes for Next Time

April

Themes: Easter, Teeth

Suggested Activities

EASTER PUPPETS

Have students research different types of hats. Share this information with the class. Instead of creating new puppets students could make an Easter bonnet for their "ME" puppet. Have students go on an Easter parade showing off their Easter bonnets.

BUNNY PUPPETS

Think of bunny words to create an acrostic poem using the letters in BUNNY, either as a class or individually or make a BONNET or BASKET acrostic poem.

> B is for the Bunny that brings you Easter eggs.
> U is for the unique places he hides them.
> N is for the number of eggs you find.
> N is for the noise you don't hear when he comes.
> Y is for the yummy treats he leaves.

Have students use one of the Easter puppets to measure lengths of shadows at various times of the day. Graph the results. Compare with the February results.

CHICK-IN-A-CUP PUPPET

Have students create a chick-in-a-cup puppet. List a number of uses for chickens and eggs. Create a list of living things that hatch from eggs. Sing "Chickee Pokey" to the tune of "Hokey Pokey".

Chickee Pokey

You put your right wing in.
You put your right wing out.
You put your right wing in,
And you shake it all about.
You do the Chickee Pokey
And you flutter all about
And that's what it's all about - Peep, Peep.

Then substitute left wing, right foot, left foot, beak, etc. for right wing.

Have students use their puppets to describe what it is like inside an eggshell and how it feels to break out of the shell.

TOOTH PUPPET

- Invite a dental hygienist to your class to discuss proper care of teeth. You may wish to write a class story about the care of teeth. Create a tooth puppet. Reports could be made on teeth or personal tooth history.

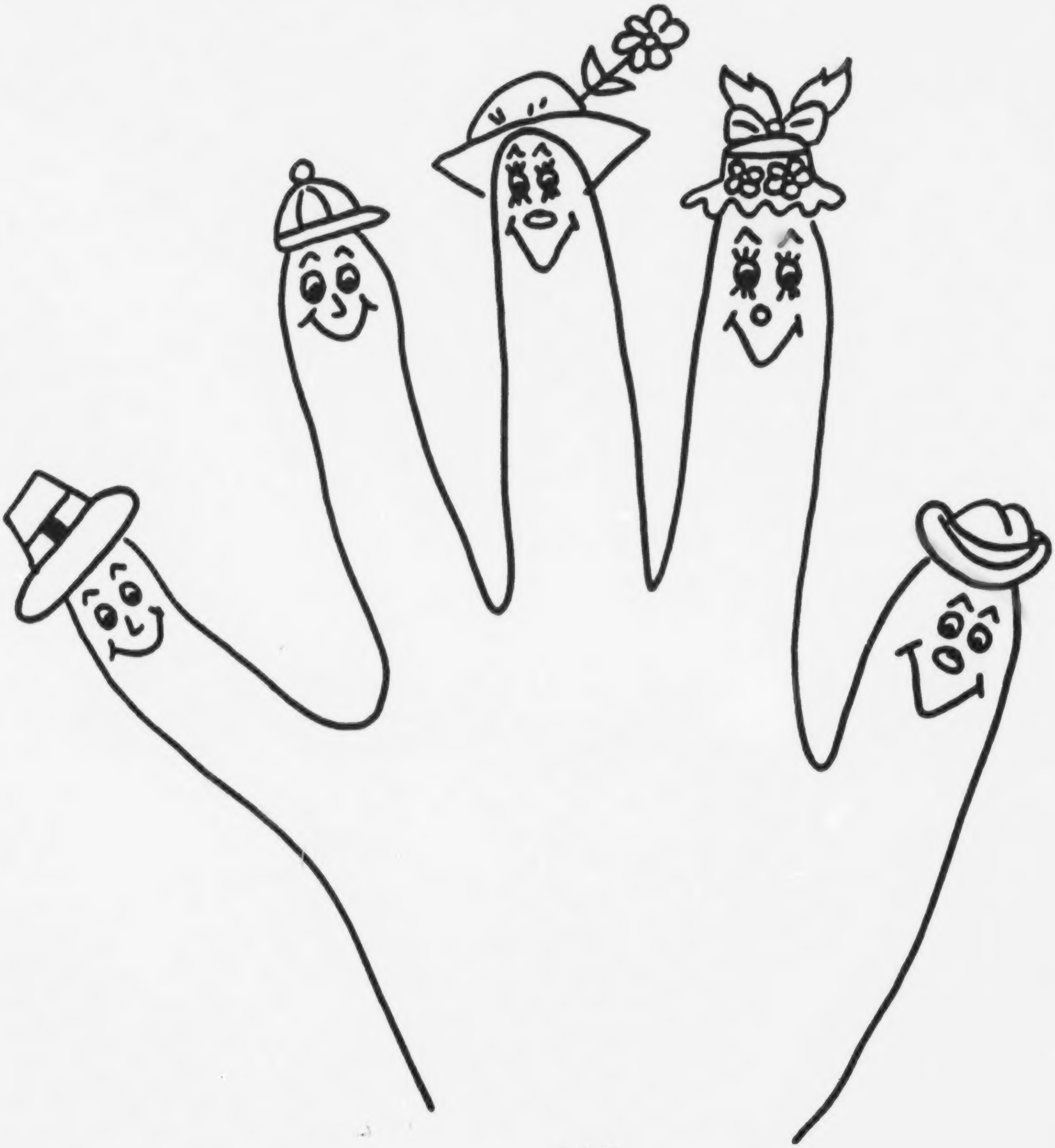
- Have students invent a new toothpaste and a puppet to be the spokesperson for the toothpaste. In pairs, have students write advertisements for the products and present them to the class.

- Have students make two tooth puppets, one being a healthy tooth and the other being a tooth with a cavity. With their puppets, have students discuss good nutrition and good dental hygiene.

EASTER BONNETS ON PARADE PUPPET

Material:	1 glove felt pens scrap materials for caps or hats glue

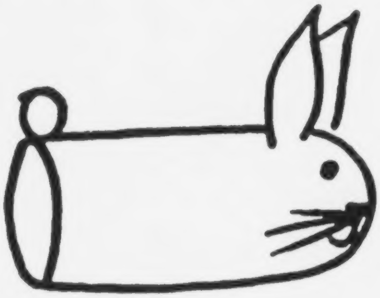
1. Make hats and glue them onto fingers of gloves.
2. With a felt pen, draw a face on the finger below each hat.

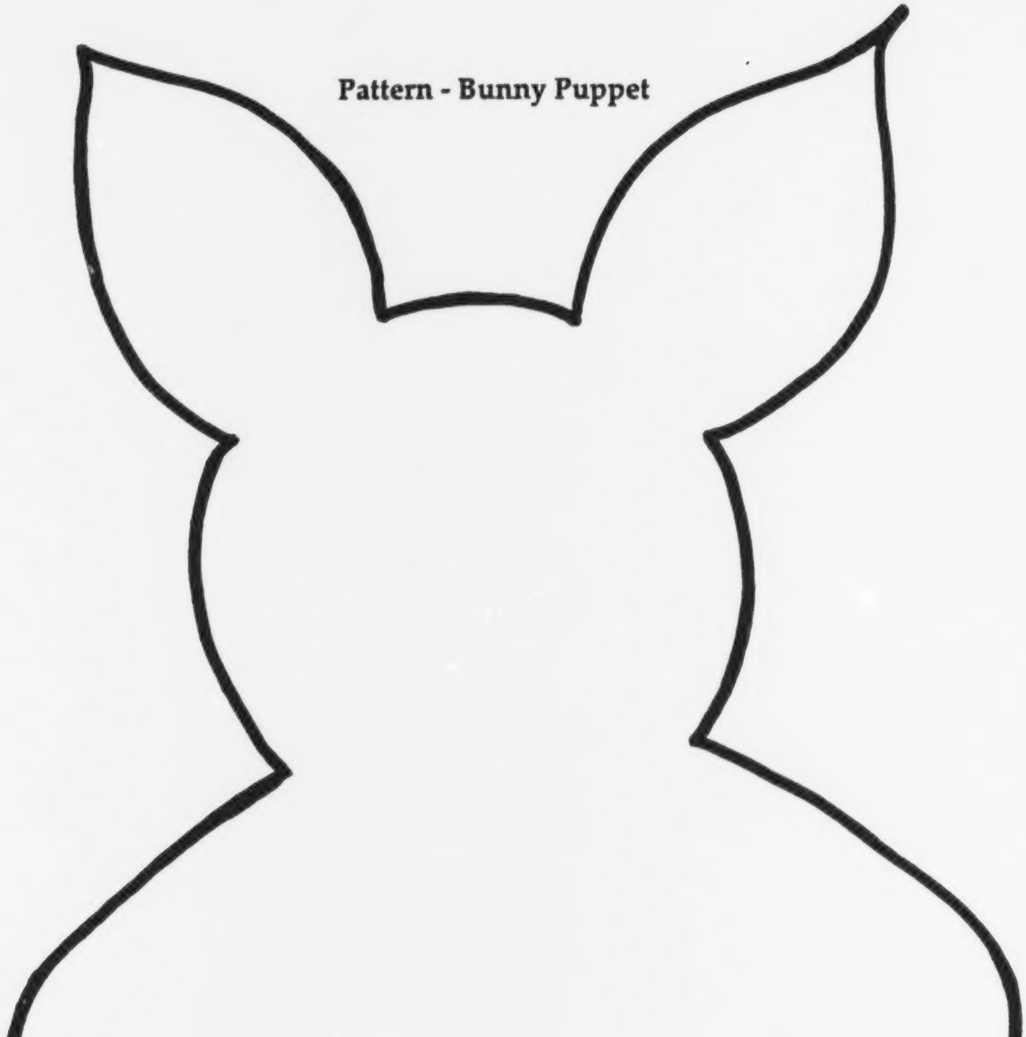


BUNNY FINGER PUPPETS

Materials: 5 fingers cut from an old glove
cotton balls
10 pink felt ears, small beads for nose
glue
scissors
10 small plastic eyes

1. Cut finger tips from an old glove.
2. Glue a small piece of cotton on the open end for a tail.
3. Cut 10 pieces of pink felt for ears. Glue onto head.
4. Glue on plastic eyes.
5. Glue on bead for nose.



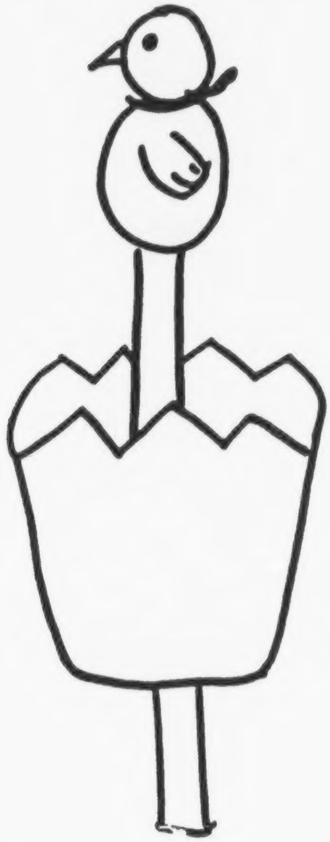


Pattern - Bunny Puppet

CHICK-IN-A-CUP PUPPET

Materials: 2 cotton balls
1 styrofoam cup
1 popsicle stick
paper for beak, eyes

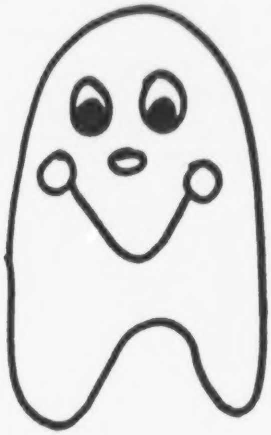
1. Glue 2 cotton balls together to form chick. Add face and beak.
2. Cut edges in cup to form eggshell.
3. Glue cotton balls to stick and insert into cup. Poke hole in bottom of cup so chick can move up and down.

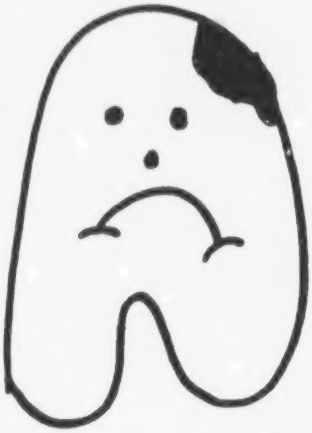


TOOTH PUPPET

Materials: Use basic hand puppet pattern
scrap paper
tinfoil

1. Form basic hand shape (see January Activities). Cut bottom to look like the roots of a tooth.
2. Give your tooth a face—happy if it has no cavities and sad if it has a cavity. Add tinfoil to show fillings.





April Booklist

Ross, Tony. *Little Red Riding Hood*. Anderson Press, London, 1978. Retelling of the familiar children's tale in a humourous way. The wolf has lovely big teeth.

April: Notes for Next Time

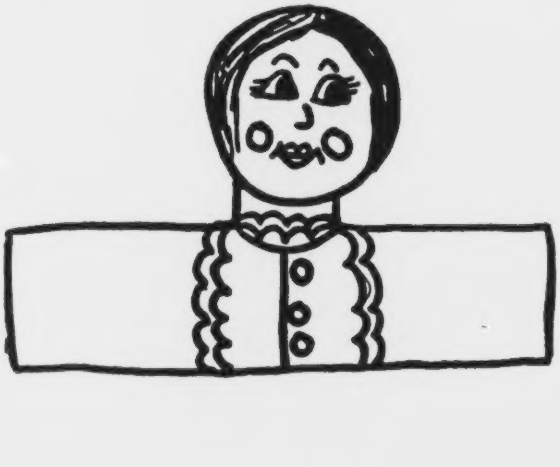
May

Themes: Mother's Day, Creepy Crawly Things, Winged Creatures, Amphibians, Reptiles

Suggested Activities

MOTHER'S DAY

- Using wooden spoon puppet, students tell something that is special about Mom. Students could play spoons and write a song or sing for Mom.
- Have students make a Mother's Day card. Have spoon puppets read the card. Spoon puppets and cards could be given as Mother's Day gifts.
- Have students draw Mother's face, then attach their drawing to finger tabs as a finger puppet.
- Students learn a poem about Mother and recite it at a Mother's Day Tea, using finger puppets. They might use the Idea Sheet "My Mom" on the next page.
- Have the puppet role-play the child's mother and tell something special about the child.



IDEA SHEET

MY MOM

I can remember one time when my Mom ____________________________________

____

Other people say my Mom is ____

____

My Mom taught me to ____

____

My Mom makes me ____

____

My favourite thing about my Mom is _____________________________________

____

I like it when Mom ____

____

I wish Mom would ____

____

Mom is so great at ____

____

CREEPY CRAWLY THINGS, WINGED CREATURES, AMPHIBIANS, REPTILES

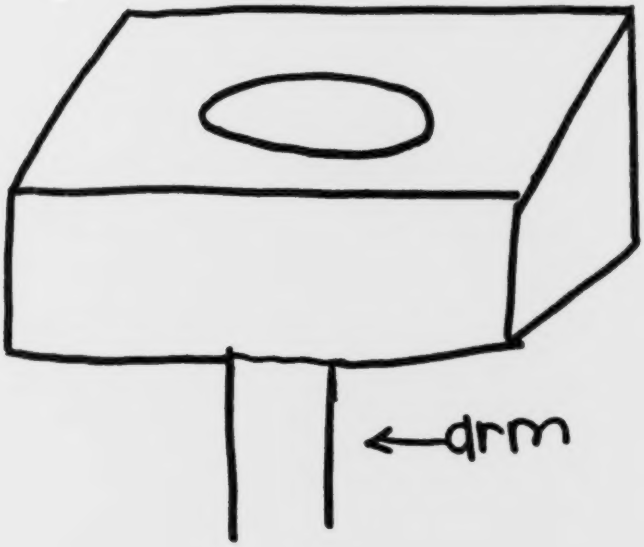
- Have students make up a riddle with clues. Students can also make a puppet to answer the riddle. Hide the puppet in a box until riddle is guessed, then have the puppet appear through a hole in the box. Students may wish to tell something else about the puppet. Students could also use the Idea Sheet entitled "Riddle Sheet."

- After discussions, reading and research, students could present what they learned about spiders, bugs, caterpillars, butterflies, frogs, turtles, birds or bees with a puppet design of their own.

- Students could find a story, rhyme or poem about their creatures and share these with partners. Animals might speak in special voices.

- Students could lead the class in a song or dance about their creatures.

  Bird Dance
  Eency Weency Spider
  Sitting in the Garden Eating Worms All Day



RIDDLE SHEET

Students could draw their riddle creatures on one side of a circle and glue the circle on a stick.

I am (size) ____

I have ____

I move ____

I live ____

You might see me ____

I remind you of ____

You think of me when ____

I sound like ____

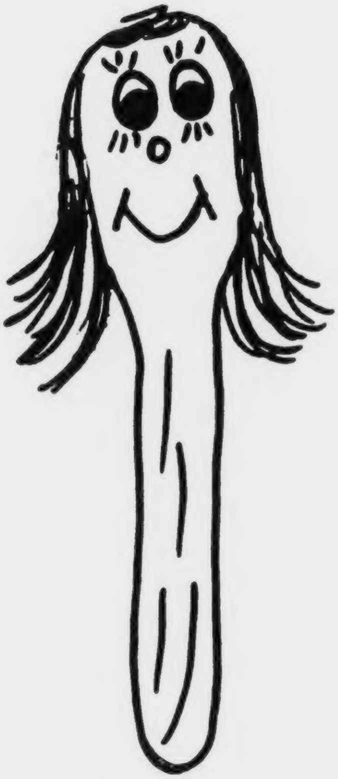
My colour is ____

A famous one of me is ____

MOTHER'S DAY SPOON PUPPET

Materials: wooden spoon
yarn
ribbon
scraps
glue, scissors

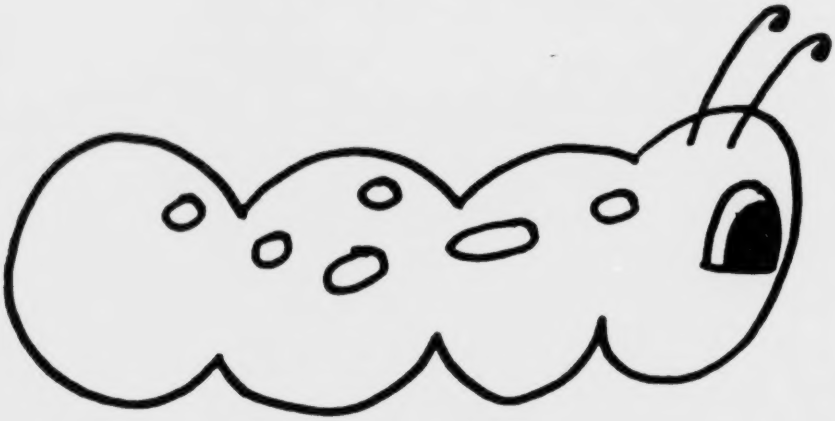
1. Use various types of materials to create a wooden spoon to resemble your mother.



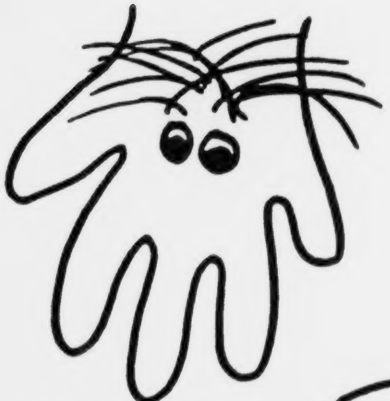
CATERPILLAR ARM PUPPET

Materials: tagboard or construction paper
pipe cleaners
scrap paper
glue
scissors

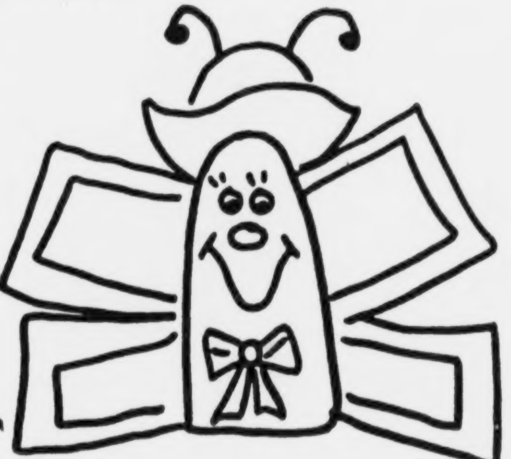
1. Trace and cut out 2 caterpillar shapes. Glue these together, leaving an opening for your hand.
2. Attach pipe cleaners for feelers. Add eyes and decorate the body.
3. Put your hand inside your puppet.

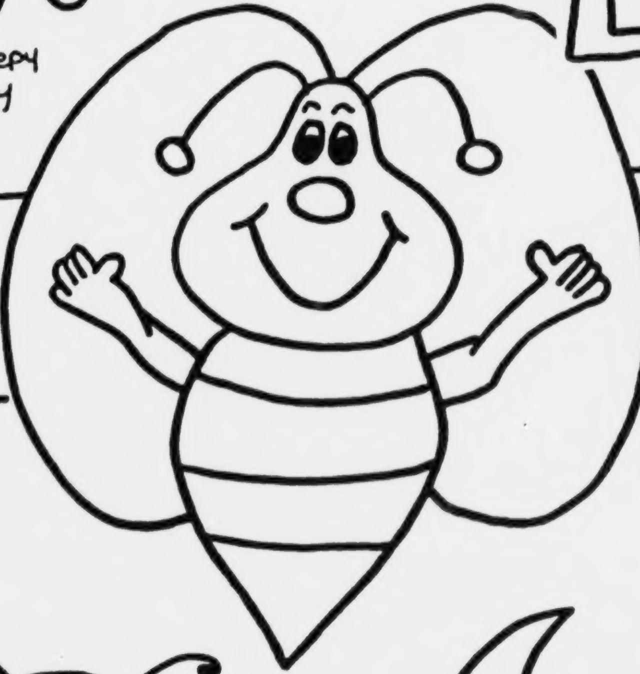


Creepy Crawly Spider Puppet

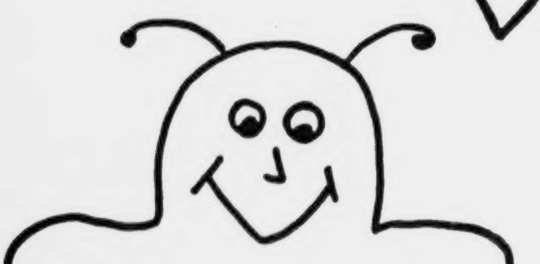


glove creepy crawly

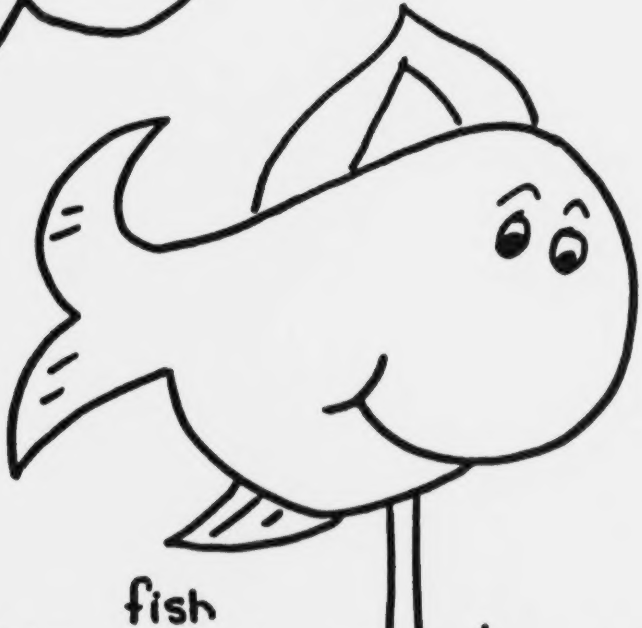




bumble bee wrist puppet



bug hand puppet

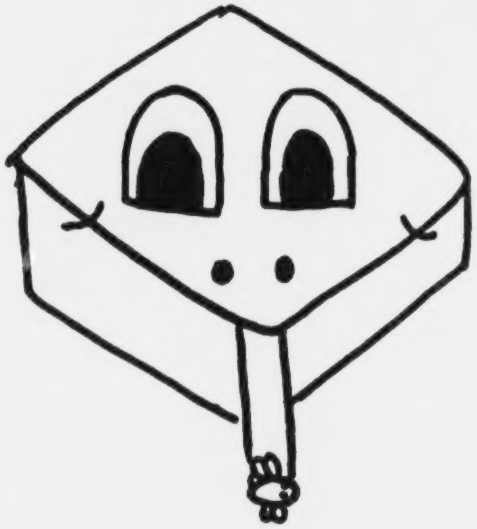


fish rod puppet

ENVELOPE FROG PUPPET

Materials: 1 envelope
green paint
scrap paper
glue
scissors

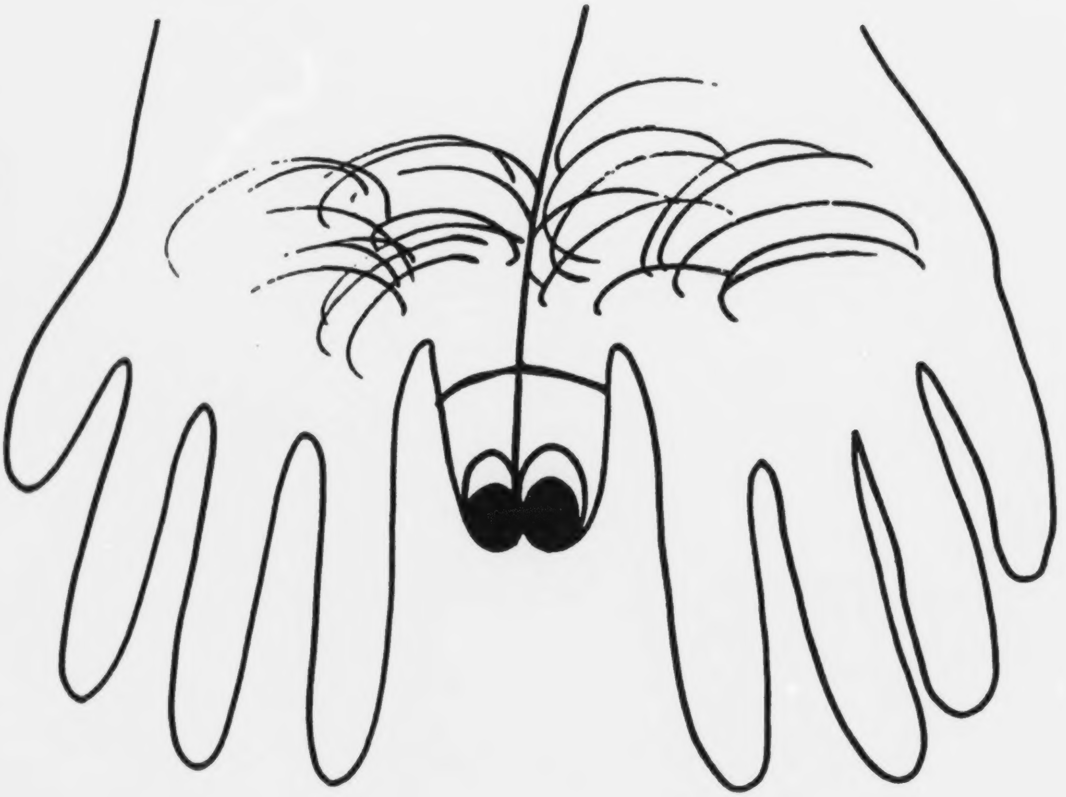
1. Remove closing flap from the envelope.
2. Paint the envelope green.
3. When the paint is dry, place your hand into the corners. Push in the centre of the envelope with your other hand. This will form the mouth.
4. Add frog eyes and a tongue.
5. Your hand will be able to move the mouth.



CREEPY CRAWLY SPIDER PUPPET

Materials: 2 old gloves
2 button eyes
fake fur for back
scraps
glue, scissors
elastic

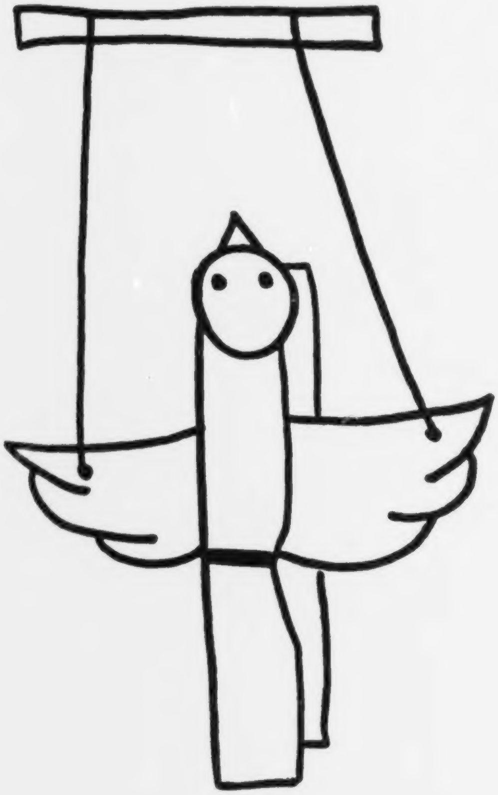
1. Choose a partner to help you make your spider. Put on the gloves. Your partner does the next three steps.
2. Put elastic around your thumbs (not too tightly).
3. Glue buttons onto thumbs for eyes.
4. Attach fur onto back of gloves for a unique spider.
5. Your fingers will be the spider's legs.
6. Make a spider for your friend.



MARIONETTE BIRD PUPPET

Material: 1 pom pom
1 clothes pin
ribbon
scraps of paper or fabric
string or yarn
glue

1. Glue a pom pom to a clothes pin, for the bird's head.
2. Make 2 wings for your bird and glue them to the clothes pin.
3. Decorate your bird.
4. Punch a hole in the corner of each wing. Attach string or yarn to the wings and to a stick.
5. Have your bird "fly."
6. Think of places where your bird would like to perch.



May Booklist

Better Homes & Gardens. *Bugs, Bugs, Bugs.* Meredith Corporation, Iowa, 1989.
Arts, crafts, cooking, science and nature activities involving bugs of all kinds.

Blaine, Marge. *The Terrible Thing that Happened at Our House.* Parents' Magazine Press, N.Y., 1975.
Mother decides to go back to work and the entire family is thrown into a turmoil. Their solutions provide interesting discussion opportunities for young children.

Browne, Anthony. *Piggybook.* Alfred A. Knopf, N.Y., 1986.
Mrs. Piggot lives in a very nice house with Mr. Piggot and their two sons. But Mrs. Piggot is tired of having to do everything without any help from the rest of the family. When she runs away, strange things happen in the Piggot household. Children will enjoy searching the illustrations for the hilarious results. An interesting story about the changing roles in families.

Carle, Eric. *The Grouchy Ladybug.* Thomas Y. Crowell, N.Y., 1977.
A ladybug with a rather unfriendly personality tries to pick a fight with everyone she meets. Size or strength of opponents prove no threat to this grouchy insect.

Carle, Eric. *The Very Busy Spider.* Philomel Books, Putnam Publishing, N.Y., 1984.
Farm animals try to distract a spider who is busily spinning her web. Readers can follow the progress of the web; pictures can be felt as well as seen.

Carle, Eric. *The Very Hungry Caterpillar.* Philomel Books, Putnam Publishing, N.Y., 1969.
A very hungry caterpillar eats its way through an enormous quantity and variety of foods until it forms a cocoon and falls asleep. Children will enjoy peeking through the holes on each page to see what comes next.

Dahl, Roald. *The Enormous Crocodile.* Alfred A. Knopf, N.Y., 1978.
Enormous crocodile is hungry and searching for a juicy child to devour. The other animals around him don't approve of his ideas, and the solution is quite out of the ordinary.

Galloway, Priscilla. *Good Times, Bad Times: Mummy and Me.* University of Toronto Press, Toronto, 1980.
What happens when there's just a mommy and no daddy? What happens when mommy is too busy working and the only place to go after school is to a babysitter?

Katz, Bobbi. *The Creepy Crawly Book.* Random House Inc., Mississauga, Ont., 1989.
Illustrations and reusable stickers allow children to become actively engaged in recognizing and learning about the many creepy crawlies in our backyards.

Leiner, Katherine. *Ask Me What My Mother Does.* Franklin Watts, Markham, Ont., 1978.
Mothers do more than keep house. They can also be judges, musicians, bankers, carpenters, or anything they want.

Marron, Carol. *Mother Told Me So.* Raintree Publishers, Milwaukee, Wisconsin, 1983.
Melissa Sue Albina McCormick is NOT a perfect child. Her mother told her so. However, Melissa discovers otherwise after talking to grandma.

Mizumura, Kazue. *If I Were a Mother.* Thomas Y. Crowell, N.Y.
What do animal moms and human moms have in common? A child thoughtfully considers the similarities and explains what she'd do if she were a mom.

Munsch, Robert. *Love You Forever.* Firefly Books, Willowdale, Ont., 1986.
It is hard to imagine how quickly children grow, but it is even more difficult to recognize that at the same time, mother is aging. This story treats aging parents in a humorous yet touching way.

Nixon, Joan Lowery. *The Alligator Under the Bed.* G.P. Putnam's Sons, N.Y., 1978.
Jill is convinced that there is an alligator under her bed, but can't quite convince Mother and Father. Uncle Harry, however, believes her and helps her with her unusual problem—which is really being afraid of going to sleep.

Ryder, Joanne. *Where Butterflies Grow.* E.P. Dutton, N.Y., 1989.
Illustration and text beautifully explain the changes from a caterpillar to a butterfly. Includes practical tips for attracting butterflies to gardens.

Suzuki, David. *Looking at Insects*. Stoddart Publishing Co., Toronto, 1986.
Pictures, explanations, recipes and activities for getting to know bugs better!

Van Laan, Nancy. *The Big Fat Worm*. Alfred A. Knopf, N.Y., 1987.
An interesting chain of events occurs when a bird tries to eat a big fat worm. Text is in pattern form and is easily read by young readers.

Zemach, Margot. *Mommy Buy Me a China Doll*. McGraw Hill, Toronto, 1975.
Picture book of the accumulation style song. Pattern similar to "This is the House That Jack Built."

May: Notes for Next Time

June

Themes: Father's Day, Farewell Finale

Suggested Activities

FATHER'S DAY

- Have students learn a song, a poem, or write a story about Dad. Students will make a it and use puppet to tell about Dad. Fathers could be invited to the classroom for a special production. Students could also use the Idea Sheet entitled "My Dad" to collect information to share in a card or presentation.

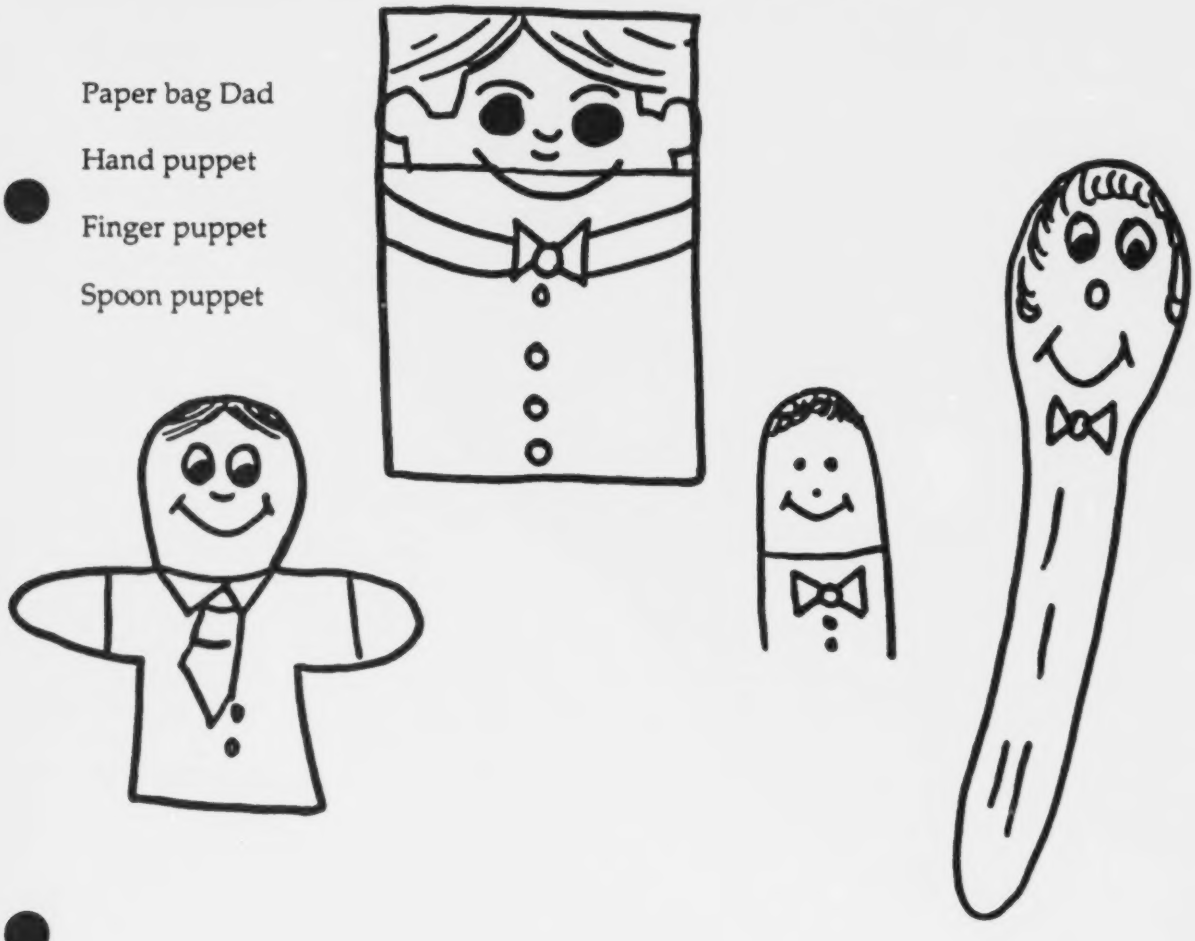
- Students could also use "ME" puppet to tell about Dad, or to have a conversation between "ME" puppet and "Dad" puppet.

Paper bag Dad

Hand puppet

Finger puppet

Spoon puppet



IDEA SHEET

MY DAD

I remember one time when my Dad ______________________________

____

Other people say my Dad ______________________________________

____

My Dad taught me to ____

____

My Dad makes me ____

____

My favourite thing about my Dad is ____________________________

____

I like it when my Dad ____

____

I wish Dad would ____

____

Dad is great at ____

____

- To the tune of "Swimming Swimming in the Water Hole," use the song "Daddy, Daddy," to sing to Dad.

Daddy, Daddy

Daddy, Daddy,
You're the best there is
You give me hugs
I love you so
Daddy you're the best.

Walking, playing
Taking care of me
I couldn't have a better Dad
Than the one I have.

- Have the puppet role-play the child's father and tell something special about the child.

FAREWELL FINALE

Set up a scavenger hunt. Students follow the list finding materials to make a puppet then they draw, write, sing or tell about their puppet.

SCAVENGER HUNT SUGGESTIONS

Have students collect items from inside the classroom or outside the school. You may wish to:

1. give students a list of specific material to collect:
   - 2 rocks
   - 1 berry
   - 1 twig
   - 1 piece of cardboard
   - felt
   - wool
   - sequins
   - ribbon

2. give them general guidelines:
   - 2 round objects that fit in your hand
   - something the used to be alive (e.g., leaf)
   - an object that is flat on the bottom and round on top.

3. give the students a minimum number of items to collect, and no guidelines as to the type of material:
   - Find 15 things that would help you create your puppet.

To accommodate student differences use all three lists for your students.

- Have students use recycled products to make a puppet, then tell how they made it and what it could be used for or, have them write step-by-step directions so a friend can make the same puppet.

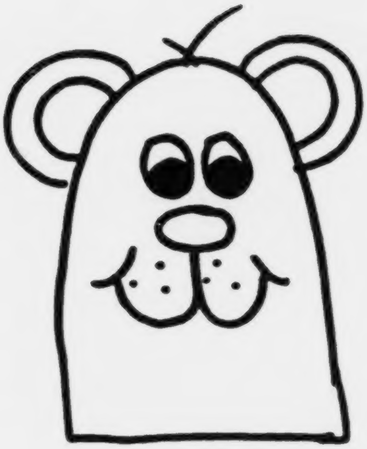
  Have the puppet tell about something they enjoyed during the year. They may wish to have the puppet remember the most enjoyable puppet they created during the year.

  Students may wish to write a letter to "Imagination Market" for materials and ideas on recycled products.

- After creating a stage, collecting props, making puppets and writing a script, students may put on a "total puppet production."

- Show the filmstrip "Teddy Bears' Picnic." Students then sing the song or retell the story with a bear puppet. They may wish to pack a lunch and take their bear puppets on a picnic.

- Using the two poems, "The Sun Is My Friend" and "Mom and Dad and Teacher Too," students create poems of their own and have puppets present their poems.



The Sun Is My Friend

The sun is my friend
because when it is out,
all the neighbourhood kids are about.
I go out barefoot
and I keep cool
Splashing in my backyard pool.

I play in the park on the slide and the swings.
I build sand castles and all sorts of things.
And the ice-cream van with its tinkling bell —
Can sure make a sun-shiny day seem swell.

(by Mary Sullivan)

Mom and Dad and Teacher, Too

There are a lot of odd things
which I'm pretty sure are true, for
Mom and Daddy told me so
and Teacher said so, too.

When I'm at school and working hard
to learn to read and write,
somewhere in a far-off place,
it's the middle of the night!

And stars are there in daytime
but they're hidden from our sight.
I have to hide in darkness,
but they can hide in light.

And while it's cold in our town
and we're wishing it was not
Well, somewhere else it's SUMMER
and it's really very hot.

Caterpillars spin cocoons
and much to our surprise
they change their clothes
from head to toes
and come out butterflies!

Trees grow up from tiny seeds
like ones our teachers show us.
The world is round and upside down,
there's people live below us!

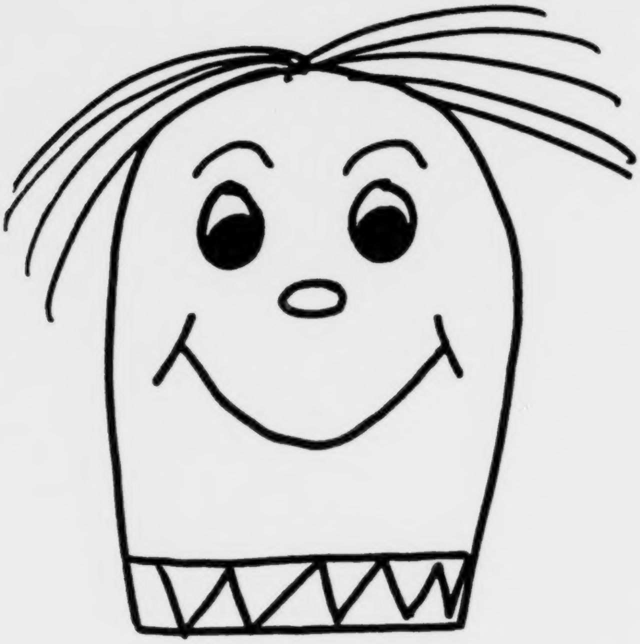
And many more amazing things
than I can ever know
Mom and Dad and Teacher, too
They all said it's so.

(by Mary Sullivan)

FATHER'S DAY PUPPET

Materials: scraps of material
mitten
glue
scissors

1. Take a mitten. Push thumb inside mitten.
2. Decorate mitten to look like Dad.



JUNK PUPPET

Materials: junk

1. Create an interesting "junk" puppet.
2. Write and share what it is, how you made it, and what it could be used for. You may wish to write step-by-step directions so a friend can make the same puppet.

How I made my puppet.

Materials: ____________________

____

____

Steps: 1. ____

2. ____

3. ____

June Booklist

Hazen, Barbara Shook. *Tight Times.* Puffin Books, 1979.
It's not easy for the family when Dad loses his job, but somehow they manage to pull together. Detail of the black and white drawings encourage further discussion among the readers.

Munsch, Robert. *David's Father.* Annick Press Ltd., Toronto, 1983.
Rumour has it that David's father is not an ordinary father—at least not by the size of his fork and spoon! In spite of his size, he turns out to be rather nice to the children, but then they begin to wonder about David's grandmother!

Salus, Naomi Panush. *My Daddy's Mustache* (illustrations by Tomie de Paola). Doubleday & Co., N.Y., 1979.
A little boy wonders what his dad might look like without his mustache. The answer? "Why, for the elephants, of course!"

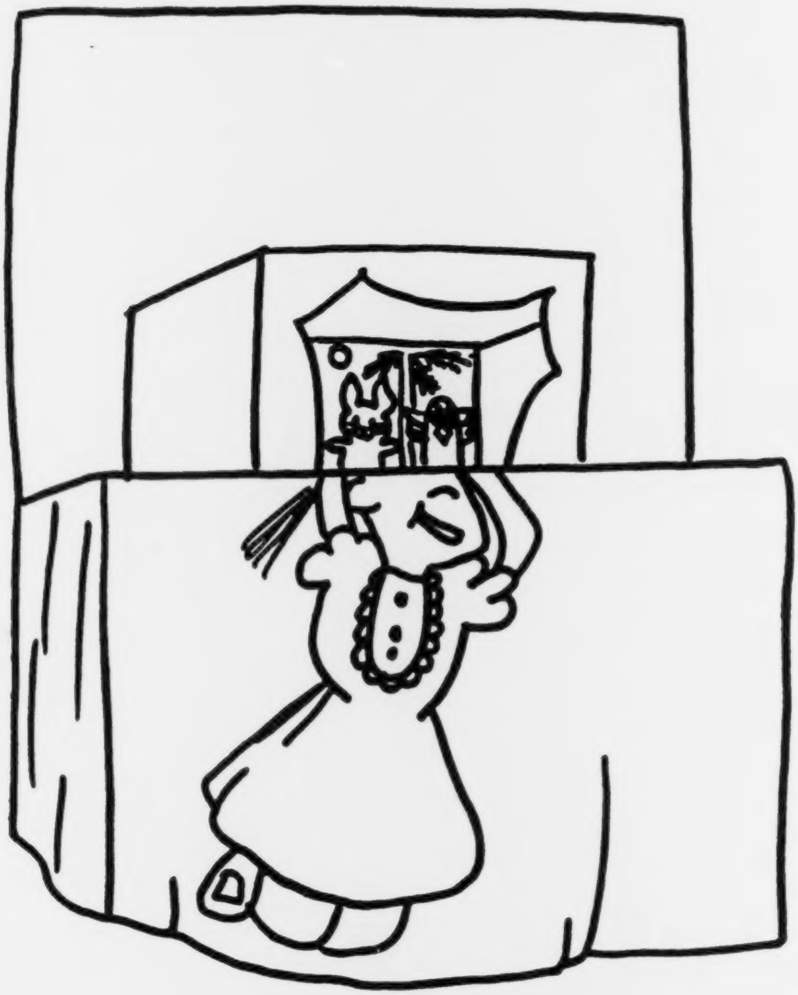
Zolotow, Charlotte. *The Summer Night.* Harper & Row, San Francisco, 1978.
It's Daddy's turn to put his daughter to bed on a hot, sleepless, summer night.

June: Notes for Next Time

Puppet Stages

TABLE STAGE

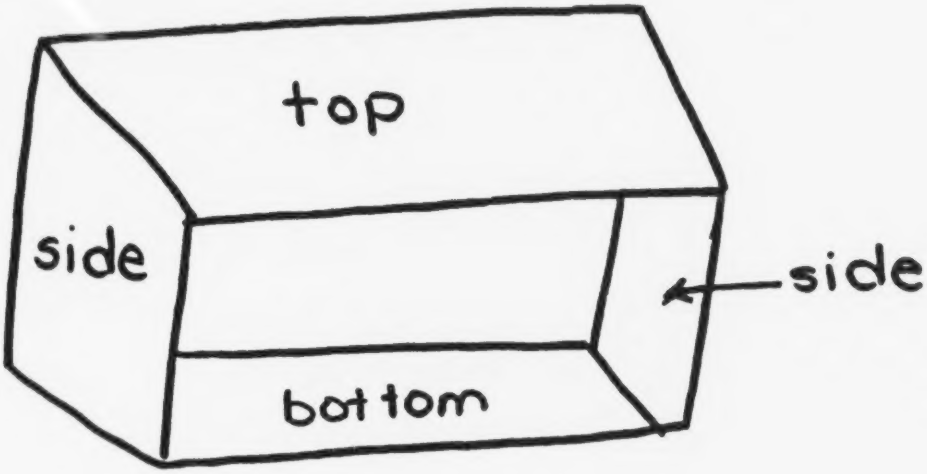
Use a large or small table. Place an old sheet on three sides of the table; leave the back open so you can perform. Design a backdrop scene for your play.



Puppet Stages

CARDBOARD BOX STAGE

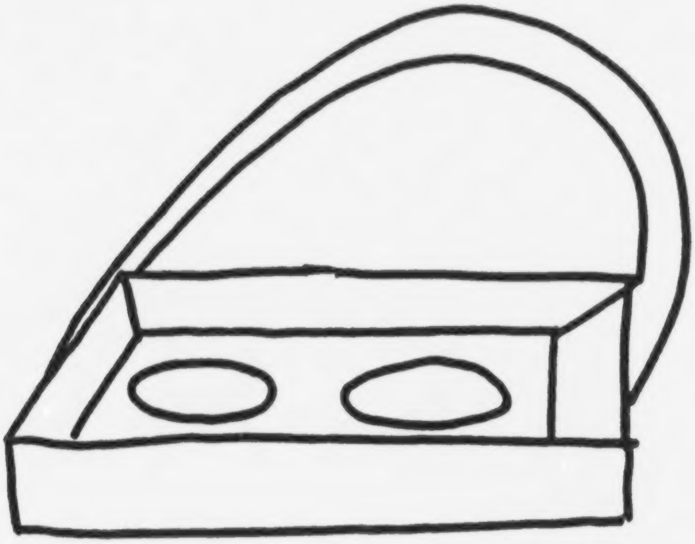
Remove the top and bottom of an empty oblong box. Place on a table. Sit or kneel on the floor behind the box and let your puppets act within the frame of the box. Works well with finger or simple stick puppets. Stage can be decorated to suit play.



Puppet Stages

TRAY STAGE

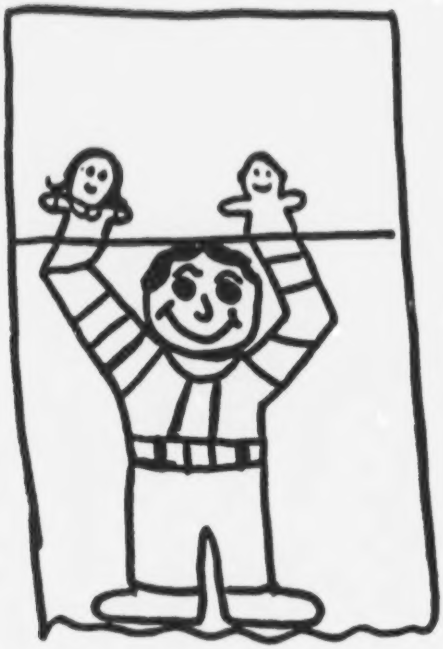
Use the top of a box. Cut two holes the size of your hands. Paint or decorate the top of the box to fit the play. Attach a string to each side so that box can hang from your neck. Put on the hand puppets and work them through the holes.



Puppet Stages

CLOTH STAGE

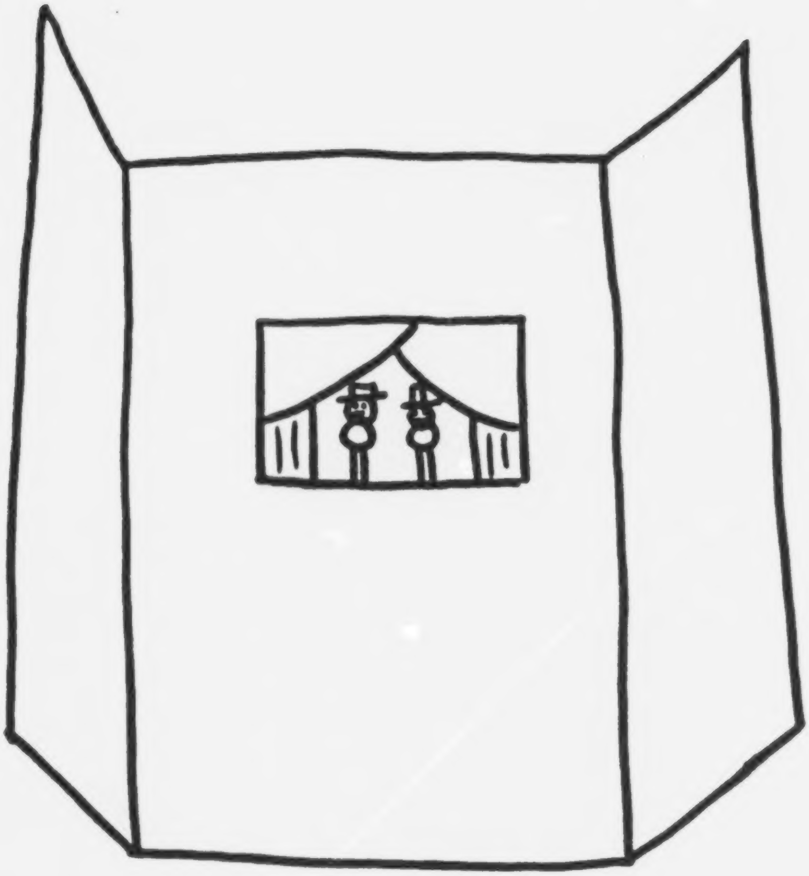
Have partners hold up towels, aprons, sheets or material. Puppeteer works from behind the material.



Puppet Stages

LARGE BOX STAGE

Cut off the back of an appliance box. Cut a window in the front of the box. You may wish to hang a small curtain in the window as a stage curtain.



Puppet Capers Activity Cards

Activity cards give students a chance to make choices. The cards also:

- serve as the basis for cross-graded buddy activities
- suggest ideas for individual or small group enrichment activities
- contain ideas for whole class participation.

Photocopy the blank master activity card, and create cards for a puppet learning centre. Here are some suggested activities.

- Use a puppet to say something nice to someone in your class or school.

- Have your puppet visit another class, library or office to invite someone to a class event.

- Use a puppet to tell someone what you learned today.

- Create a junk puppet. Write step-by-step directions for someone to make a puppet like yours.

- Write a song about your puppet.

- Sing a song with your puppet.

- Find a partner and have your puppet have a conversation with your partner's puppet.

- Write a poem about your puppet.

- Make up a riddle about your puppet. Share it with someone.

- Tell someone about your puppet. Tell a friend, a teacher, a principal, a classmate or a family member.

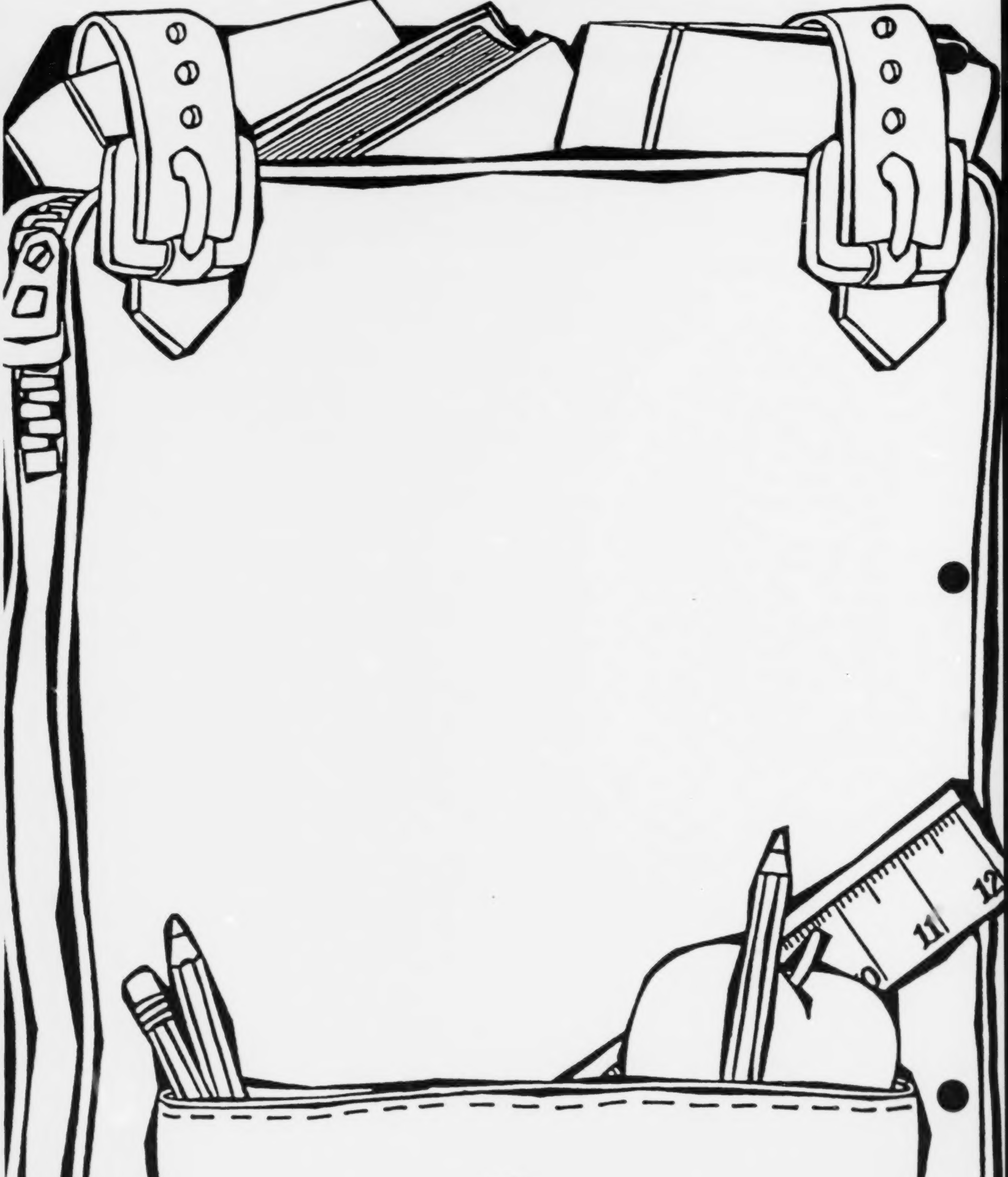
- Speak in a special voice that you feel suits your puppet. Practise your voice, say it into a tape recorder and hear how you sound.

- Make a stage to use with your puppet.

- Make a backdrop to use with your puppet.

- Create a recipe for someone and have your puppet present it.
- Create a musical instrument for your puppet to play.
- Give your puppet to someone. Design a card to attach to your puppet.
- Have someone from another grade create a puppet presentation with you.
- Research a famous puppeteer (e.g., Jim Henson, Shari Lewis, Mr. Dressup, the Friendly Giant) and share your information.
- Retell a favourite story using your puppets.
- Choose a book from the library. Use your puppet to retell the story.
- With a partner have puppets tell each other five stories that involve subtraction.
- With a partner have puppets ask each other five adding stories.
- Using your puppet as a "measurer," tell how many puppets wide your desk is, how many puppets tall your friend is. Measure something else with your puppet.
- Pick a number as your puppet's favourite. Tell the class things that are in groups of that number or something special about that.

  There are 3 little pigs.
  Mark Messier's number is 11.
  We have 10 fingers.
  There's a store called 7-11.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Munch on *Munsch*

A Teaching Unit

to Accommodate Student Differences

Munch on Munsch:

A Teaching Unit to Accommodate Student Differences

Primary Teaching Area

INDEPENDENT STUDY

Suggested Grades

ONE TO THREE

Subject Areas

LANGUAGE LEARNING
ART
MUSIC
MATH

Alternative Teaching Area

LEADERSHIP SKILLS

Suggested Grades

FOUR TO SIX

Munch On Munsch

Introduction

This multi-purpose unit focuses on the development of independent study through the areas of language learning, art, music and math in grades one to three. In addition, the unit focuses on the development of leadership and social skills for students in grades four to six.

Teaching Areas

Independent study is significant in enrichment and gifted education. While nongifted students can also benefit from these activities, gifted students will probably spend more time in independent and in-depth study. As outlined in *Educating Gifted and Talented Students* (Alberta Education, 1986), independent study allows the gifted student to develop knowledge and skills in self-selected areas. *Munch on Munsch* provides gifted students with the responsibility, under the guidance of teachers, to function as automonous learners in creating and presenting comprehensive studies to meaningful audiences.

Independent study is a co-operative teacher-student learning process. It is based on a plan that outlines study conditions and expected performance. Activities in which the student collects, organizes and shares information are part of the plan. The student involved in independent study works within the framework of these learning activities, choosing some and having others assigned by the teacher.

Some general goals for students can serve as guidelines in developing an independent study program. These goals are that students:
- learn how to learn
- actively seek, as well as gain, knowledge
- practise making decisions
- become self-sufficient learners
- learn something of personal value.

The following chart outlines some of the skills, projects and teaching methods that are useful for independent study. These items suggest ways to expand and adapt the activities in this unit, to accommodate students' differences.

Independent Study Skills

- inquiry method
- library/study skills
- acquiring information:
  - card catalogue, table of contents, index, glossary
  - bibliography, microfiches, periodicals, encyclopedias, reference materials, audiovisual materials, telephone directory, newspaper.
- note taking
- revising
- proofreading
- interviewing
- reporting
- research methods

Independent Study Projects

- project presentation
- book
- letter
- questionnaire/survey
- media presentation
- data gathering
- written report
- cartoons
- author biography
- autobiography
- menus for special occasions
- design projects (book covers, awards)
- written story
- song
- crossword puzzle

Teaching Methods

1. Independent Study
2. Student Contract
3. Group Project
4. Class Thematic Unit

Cross-Graded Projects

Cross-graded projects have reciprocal benefits. Older students are given an opportunity to exercise leadership skills and social skills as they work with younger learners. The younger learners can work at a variety of levels of difficulty when each has the one-to-one support of a personal helper. Leadership, "the activity of helping others work together meaningfully toward a common goal" is one of the key teaching areas of gifted education (*Educating Gifted and Talented Students*, 1986). *Munch on Munsch* provides the basis for projects that bring students' resources and needs together in a way that enhances learning for all participants.

Pairing entire classes on a regular basis allows younger students to share books appropriate to their individual reading levels. Older students can help younger students create crossword puzzles, stories and plays. Letters can be written and answered across the grades. Primary students can write to fairy-tale characters to ask them questions or to comment about the character's behaviour in the story; older students can respond as the character. These activities may be adapted for any children's author or for a more general purpose.

Matching younger and older students encourages all children involved to develop a greater appreciation for children's literature; it also helps them clarify and transmit ideas. The "Munsch" activity cards provide the framework for the project. Teachers are encouraged to use other books, resources and collections of poetry to expand this framework. A special feature of each activity is the thinking process identified, which helps to encourage students' metacognition, or "thinking about their thinking." Metacognition is crucial to the development of all thought processes.

NOTE: The use of Mr. Munsch's books does not indicate in any way the explicit or implicit approval or recommendation of Alberta Education to use these titles. The Department has not necessarily evaluated the titles mentioned in this document.

1.

Synthesis
Letter Writing

ROBERT MUNSCH'S BIOGRAPHY

Mr. Munsch was born in Pittsburgh, Pennsylvania (in the United States) on November 6, 1945. He went to several universities where he studied about history and about children. He worked as a volunteer in an orphanage and in a daycare centre. Mr. Munsch has also worked on a farm, picking crops, and as a teacher. Mr. Munsch now lives with his family in Guelph, Ontario, where he teaches at the university and writes children's books.

If you had a chance to meet Mr. Munsch, what would you like to know about him or his books? Make a list of five questions you would ask him. Combine your questions with those of classmates and write to Mr. Munsch to ask him the things you would like to know.

2.

Analysis

Expository Writing

Read the card called "Robert Munsch's Biography."
Write your own biography.
This is called an autobiography.

3.

Analysis
Reading Comprehension
Writing

Read a book by Robert Munsch. Describe one part that could happen and one part that could not happen.

- ***Moira's Birthday***
- ***The Fire Station***
- ***Mortimer***

Make a chart to show the differences.

4.

Synthesis

In the book, **Moira's Birthday**, Moira has a wonderful party. If you were to plan a party, what would you do? Who would you invite? What would you serve your guests?

Write your invitations and a grocery list of the food you would have to buy.

Plan and make a menu for your party.

5.

Synthesis
Art

Design an award you would present to Robert Munsch if you were to meet him.

Be prepared to explain your design.

6.

Analysis
Creative Writing

Write a story that is like the stories Robert Munsch writes. Choose a topic, then write your story and illustrate it.
Read your story to the class and publish it in book form.

7.

Synthesis
Characterization
Music

Write a song about a character in one of Robert Munsch's books.

Sing it for the class.

8.

Synthesis Art

Design a book cover for your favourite Robert Munsch book.

Be prepared to explain your design.

9.

Knowledge

Design a crossword puzzle using the characters from Robert Munsch's books. Choose at least 10 characters. Have a friend try to do your crossword puzzle.

10.

Knowledge
Language Arts

Look at the following list of words.

fire station
noise
mud puddle
love
zero
after
drawer
dark
birthday
happy

a) Practise writing these words with a friend. Give each other a spelling quiz.
b) Put the words into alphabetical order.
c) Divide each word into syllables.
d) Choose 5 words and use them in an interesting sentence.

11.

Application
Art
Language Arts

Mortimer

In the book, ***Mortimer***, the little boy insists on making noise when he is not supposed to. If you were allowed to make as much noise as you wanted, what would it be like?
Draw a picture and describe the sounds you would make.
Record your sounds on a tape recorder to share with others.

12.

Application

Using the book ***Pigs***, draw a picture to show what would happen if Megan opened another gate.

What would come out? Why?

13.

Evaluation

What is your favourite Robert Munsch book?

List three reasons why you chose this book.

14.
Synthesis

Mud Puddle

Each time Jule Ann goes outside she is hit by a mud puddle. She gets rid of the mud puddle by throwing bars of soap at it. What would happen to you if you were attacked by a giant ice cream sundae each time you stepped out of your house? How would you conquer it? Do a strip story on paper to show how you would get rid of the giant ice cream sundae.

15.
Synthesis
Art
Letter Writing

Imagine that Robert Munsch is writing a new book all about YOU! Write a letter to him, telling him about yourself and what the book should be about.

Design a book cover for him to use.

16.

Drama

Choose one of Robert Munsch's books. Ask two or three of your friends to help you put on a play based on the book. Write a script and act out your play for your class.

17.

Math

Do a survey of your classmates to see which of Robert Munsch's books is their favourite.

Do a bar graph of your results.

18.
Analysis
Art
Language Arts

David's Father

In this story, David tells Julie that his grandmother is much scarier than his father.
Describe what his grandmother would look like and draw a picture of how you think she would look.
How would she be scarier than David's father?

19.

Art

Draw a diorama of your favourite scene from a Robert Munsch book.

20.

Comprehension

Main Idea

Read a Robert Munsch book.

a) Explain to an adult what happened in the book.
b) Write a report.
c) Tell it into a tape recorder.
d) Share it with someone.

21.

Inference
Science
Writing

In the book, ***50 Below Zero***, the little boy finds his father sleepwalking. Go to the library and find information about "sleepwalking."

Do you know anyone who walks in their sleep? What do they do? Ask your Mom or Dad to help. Write a report and present it to someone who is not in your class.

22.

Visual Perception
Visual Memory

a) Complete the word search puzzle below.

MUNSCH'S CHARACTERS

J	H	R	U	N	M	D	Z	V	Y	R
L	Y	F	O	Z	O	P	J	G	Z	U
X	A	S	K	D	R	L	G	S	U	M
X	A	H	B	E	T	Q	H	M	Z	I
J	A	S	H	E	I	L	A	D	M	C
L	V	T	M	S	M	R	B	O	Y	H
Y	O	J	U	L	E		A	N	N	A
M	Y	T	D	H	R	P	A	P	A	E
S	Y	W	T	P	U	D	D	L	E	L
C	V	A	Q	W	A	N	D	R	E	W
A	F	S	H	E	L	L	Y	N	T	T

Here are the 13 words to look for:

- Andrew
- Father
- Jule Ann
- Mortimer
- Mud
- Puddle
- Shelly
- Boy
- Jason
- Michael
- Mother
- Papa
- Sheila

b) Did you find them all?
c) Make up your own word search.

23.

Visual Perception
Visual Memory

```
S W P P B H K P I X F E Q W Q G N B S M
F F P M E I N T   P U C L J W N T O L O
F J O U C R J K   U H B U N I L W Y M I
I 5 I L U U V Y T D N G C Z H Z M   V R
R O N F P W M R H Y P Z O S I A U I H A
E   G X N R B S E A D D M V E W Z N B S
  B B J T Z Q J   V A Q N J O L I   M  
S E F O Q K M U D   P U D D L E E D U B
T L V N D U K Z A C W G N D O J A R R I
A O A X O Q A Z R T X R C I E E E A M R
T W K Z K A I X K K C H F L N O L W E T
I   E G U D A O H L O V E   Y O U E L H
O Z T H O M A S   S N O W S U I T R   D
N E K H Y A G Z I M O R T I M E R F M A
J R X V N Y I T C N S V F Y W S U O U Y
K O S L S U Q A D S Q S J D W U D R R D
L K M F Y J Z C P S P W B Y C I M E M U
I P I   H A V E   T O   G O J L D V E X
R S J C Z A X E K M E I O C N H C E L D
P Z H X K S E M I G L Q H L F T O R J Z
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There are 12 words or phrases. Can you find them all?
Here are the words or phrases to look for:

The Dark
Boy in Drawer
Forever
Love You
Mortimer
Murmel Murmel
50 Below Zero
Fire Station
I Have to Go
Moira's Birthday
Mud Puddle
Thomas Snowsuit

24.
Evaluation

Robert Munsch chose to become an author. What would you like to be when you grow up? Interview someone in this field to find more information about your choice.

25.

Knowledge

Art

Draw a cartoon strip of your favourite Robert Munsch book. Label the boxes of your cartoon. Make puppets to perform a play. Present your play to your class.

26.

Classification
Language Arts

Search through Robert Munsch's books and make a list of the following types of words.

Compound Words	Contractions	People's Names

27.

Synthesis

Pigs

Pigs take over the principal’s office in this book. Interview your principal. What would your principal do if this happened in your school?

28.

Synthesis

Go to the library and compile a list of books or stories about pigs.

Make a chart and put it up on the wall.

29.

Analysis

Writing

Art

In ***A Promise Is a Promise***, the mother tricks "Qallupilluit." Think of how another character in Robert Munsch's stories tricks another creature and:

a) write your answer down
b) draw your answer
c) tell it into a tape recorder.

30.
Art
Knowledge

In the book, ***A Promise Is a Promise***, Robert Munsch writes about the Arctic.

Make an Inuit puppet and retell the story in your own words.

31.

Application

The story, ***A Promise Is a Promise***, takes place in winter.

Go to the library and research Arctic winters. Report to your class about Arctic winters.

BIBLIOGRAPHY: Books by Robert Munsch

Angela's Airplane (1988)

A Promise Is a Promise (1988)

David's Father (1983)

50 Below Zero (1986)

I Have To Go! (1987)

Jonathan Cleaned Up—Then He Heard a Sound (1981)

Love You Forever (1986) Firefly Books

Millicent and the Wind (1984)

Moira's Birthday (1987)

Mortimer (1985 Rev. Ed.)

Mud Puddle (1982)

Murmel Murmel Murmel (1982)

Pigs (1989)

Something Good (1990)

The Boy in the Drawer (1982)

The Dark (1984 Rev. Ed.)

The Fire Station (1983)

The Paper Bag Princess (1980)

Thomas's Snowsuit (1985)

Robert Munsch's books are published by Annick Press (except for *Love You Forever*).

Robert Munsch filmstrips and cassettes: SVE, School Services of Canada, 66 Portland Street, Toronto, Ontario, M5V 2M8.

Clean Up Your Act

A Teaching Unit

to Accommodate
Student Differences

Clean Up Your Act:

A Teaching Unit to Accommodate Student Differences

Primary Teaching Area:

CRITICAL THINKING
DECISION MAKING

Suggested Grades:

FOUR TO SIX

Subject Areas:

LANGUAGE LEARNING
MATH
SOCIAL STUDIES
SCIENCE
HEALTH AND PERSONAL LIVING SKILLS
ART
MUSIC

Clean Up Your Act

Introduction

This unit focuses on the development of critical thinking and decision making in grades four to six in the areas of language learning, math, social studies, science, health, personal living skills, art and music. Some materials may also be suitable for use at the secondary level.

Teaching Areas

Critical thinking is one of the main teaching areas shown in research literature to be highly relevant to the education of gifted and talented students. A critical thinker is one who:

- is open-minded about new ideas
- does not argue about something when he/she knows little or nothing about it
- knows when he/she needs to gather more information about something
- can distinguish between fact and fiction
- understands that people may have different ideas about the meaning of words
- attempts to avoid common errors in his/her own reasoning
- questions things that are not clear to him/her
- attempts to separate emotional thinking from logical thinking
- attempts to increase his/her vocabulary to help understand others and to communicate ideas to other people in a clear manner.

Critical thinking also requires the use of decision-making skills. "A systematic decision-making process can facilitate effective judgment" on the part of students (*Teaching Thinking: Enhancing Learning,* Alberta Education, 1990). Both decision making and critical thinking may be fostered through practice.

The general goals for this unit can also serve as guidelines for teaching critical thinking and decision making. These goals are that students:

- make choices about their learning
- grow as autonomous learners
- develop and extend their research skills
- extend their knowledge, skills and attitudes
- work co-operatively toward a common goal
- complete tasks that positively affect the community and the environment.

The following charts indicate the skills, projects and teaching methods involved in critical thinking and decision making. These items suggest ways to expand and adapt the activities in this unit, to accommodate gifted students.

Critical Thinking Skills

- Ability to apply critical thinking at various stages of problem solving or research:
  - interpreting facts
  - supporting with evidence
  - differentiating fact from fiction
  - checking reliability—evaluation
  - checking credibility
  - inductive/deductive reasoning.

Critical Thinking Projects

- graph
- survey
- summary
- classification chart
- study of propaganda
- observation
- interview
- research
- self-evaluation
- brainstorming
- proposals
- discussion
- articles
- letters
- bulletin boards, displays

Teaching Methods

1. Independent Study Project
2. Group Study
3. Philosophy Course

Decision-Making Skills

- stating desired goals
- stating the obstacles to goals
- identifying alternatives
- examing alternatives in terms of resources, cost, constraints and time
- ranking alternatives in terms of probable consequences
- evaluating actions resulting from a decision

Decision-Making Projects

- story character study
- evaluation charts
- discussion of topics
  - pollution
  - energy
- committee involvement
- small business simulation
- career investigation

Teaching Methods

1. Everyday Classroom Encounters
2. Group Project Using Strategies

Resources and Activities

In *Clean Up Your Act*, caring for the environment is the basis for an integrated approach to learning. This focus helps students grow intellectually and affectively as they build a deeper understanding of how to care for the environment. Students are encouraged to explore alternatives, to be adaptable in their thinking and to anticipate problems.

Clean Up Your Act focuses on the four R's of waste management:

1. REDUCING	Lowering the amount of waste
2. REUSING	Finding secondary uses for items that have fulfilled their primary function
3. RECYCLING	Using in a different form waste that cannot be taken from the waste stream and cannot be reused
4. RECOVERING	Converting to energy those items that cannot be reduced, reused or recycled.

"LITTER EXTRA"s are items designed for students who wish to extend their work beyond the original activity. Students and teachers are encouraged to generate "LITTER EXTRA"s of their own.

Support resources for waste management are listed under "Resources" in The Collection Bin. Many of these materials are free or reasonably priced. Teachers are advised to check the "Resources" list and send for items and information in advance of using *Clean Up Your Act*.

Because waste management is such an important issue, resource material is available in the media. Newspaper articles, news programs and documentaries are helpful. In addition, resource agencies and people within the community are actively involved in environmental issues. Government departments and environmental protection groups continue to be good sources of information.

All materials in this unit may be reproduced for use in the classroom.

Getting Started

The key to doing the activities in this unit is preparation—by teachers, by students and, in some cases, by parents. By reading over an activity and gathering required supplies and resources before starting, you are more likely to ensure that appropriate and uniform learning takes place.

Parental permission is required for some activities. Permission slips should be sent home with students, returned and signed, before the activity is started. A comprehensive permission slip for all activities may be used instead. In this case, it is important to list all the activities the parent or guardian is giving permission for.

A research contract is given on the following page. Each student should complete a contract before undertaking an activity. This contract helps students describe what they expect to learn by completing the activity.

After completing each activity, students should complete a self-evaluation form. The self-evaluation form provided here focuses on what the student learned by completing the activity.

This approach ensures that both student and teacher get the most out of these activities.

RESEARCH CONTRACT

NAME: ______________________________ DATE: ______________________________

ACTIVITY TITLE: ______________________________

My project is: ______________________________

____

I will need (list materials, resources, equipment): ______________________________

____

I plan to share my findings by (list and explain your product): ______________________________

____

For Interview & Research Purpose

Question: ______________________________

____

Answer: ______________________________

____

Source: ______________________________

Question: ______________________________

____

Answer: ______________________________

____

Source: ______________________________

Question: ______________________________

____

Answer: ______________________________

____

Source: ______________________________

I expect to have my project completed by: ______________________________
(date)

______________________________ ______________________________
(student signature) (teacher signature)

STUDENT SELF-EVALUATION

NAME: ______________________________ DATE: ________________________

ACTIVITY TITLE: ____

Rate your performance in the following areas by circling the appropriate number.

	LOW				HIGH
1. My project shows effort.	1	2	3	4	5
2. My project shows creativity.	1	2	3	4	5
3. My project is well researched.	1	2	3	4	5
4. I used a variety of resources.	1	2	3	4	5
5. My project shows originality.	1	2	3	4	5
6. My project is well organized.	1	2	3	4	5
7. My project uses correct spelling and punctuation.	1	2	3	4	5
8. I learned a lot from my work on this project.	1	2	3	4	5

What I liked best about this project: ______________________________

____

____

____

If I were to do this again, I'd do these things differently:

____

____

____

What I did not learn from this project and would still like to know is:

____

____

Introductory Activity 1: Litterwalk

A litterwalk will:

- heighten awareness of litter
- encourage discussion about individual responsibility for the environment.

Make a litter trail by placing three or four objects along a route to a water fountain, the school office, gym or library. Include at least one trash item such as a candy wrapper, at least one recyclable item such as a pop can and at least one useful item such as a pencil stub or eraser. For the period of the experiment, ask the caretaker or some other staff member to see to it that they do not pick up the trash items. Make sure that a garbage receptacle is visible somewhere along the route.

Send several students to the destination in pairs, on some invented errand or for some real purpose. One person in each pair knows that the real purpose is to observe the partner's response to the trash. After a designated number of student pairs have gone on the litter trail, ask the "reporter" in each pair to describe the partner's reaction to the trash. Did he or she look at the item? Did he or she pick it up?

- Alternative Activity: Have an undercover observer watch the litter trail and record the number of passers-by and their responses. Who finally picked items up?

The Alberta Department of the Environment, the first environment department in Canada, was organized on April 1, 1971.

Introductory Activity 2: Disposal Proposal

Have students, in pairs, in teams or as individuals, generate a list of disposable items. Give them a time limit to see how many items they can think of. Suggest that students ask parents about disposable items at work.

When lists are shared in class, categorize disposable items. Is there an area of human activity that seems to produce more disposable items than other areas? If so, why? What are some reasons for the production of disposable items? How do manufacturers sometimes force us to use disposable items?

Have students think of ways in which we could reduce the disposable trends and attitudes in daily life.

Although we can recycle everything, many products are not recycled because it is not economical to do so.

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Introductory Activity 3: Delightful Garbage

Have students bring one or more items and fill a shopping bag with garbage that is commonly discarded by consumers: bottle caps, tab pulls, thread spools, plastic lids, medicine bottles, bread tags, greeting cards, egg cartons.

Have students work in groups or individually to devise new uses for these items. Possible uses: sculptures, games, posters, puppets and mobiles.

Brainstorm uses for some items, as a fluency and divergent thinking activity.

Challenge students in groups or pairs to think of possible uses for the following:

egg cartons ______________________________

juice cans ______________________________

milk cartons ______________________________

yogurt containers ______________________________

tissue boxes ______________________________

shampoo bottles ______________________________

detergent boxes ______________________________

popsicle sticks ______________________________

The normal waste deposit truck, which comes to pick up household garbage, has the capacity to carry nine tonnes of waste per day.

Introductory Activity 4: "Use It Again, Sam!"

Have students collect several jars of different sizes and shapes. As a class, list the original uses of the jars.

Categorize the jars according to their use:
- beverage container
- narrow-neck food container
- wide-neck jars.

Discuss reasons for the variety of shapes, sizes, colours and materials of containers.

Have students work in groups or individually to brainstorm ideas for reusing these jars.

An average glass bottle can be reused 15 to 29 times.

Goop Snoop 1: Inspector Canfill

Find out what three or four of your neighbours are throwing out. Ask them if they will keep track of the number of bags of garbage that they throw out over a two-week period. Provide your neighbours with a copy of the Inspector Canfill Survey. Collect and chart the results.

Inspector Canfill Survey

Household name ____________________ No. in house __________

Student researcher's name _______________ Phone _____________

NO. OF SHOPPING BAGS / NO. OF GARBAGE BAGS

							WEEK ONE
							WEEK TWO

Canadians throw out 3 billion bottles and cans each year.

Goop Snoop 2: Inspector Collector

Conduct a community survey. Contact local businesses, such as garbage disposal companies, bottle return depots, daycares, charitable organizations and second-hand stores. Make a list of their names, addresses, phone numbers, contact people and the recycling services they provide for toys, clothing, paper, glass, plastic etc.

Community Survey

DATA SHEET

Name of Business of Agency: ____________________

____

Address: ____________________

Contact Person: ____________________

Business Hours: ____________________

Items they will accept: ____________________

____

____

What they do with contributions: ____________________

____

____

Additional comments: ____________________

____

____

In Western Canada corrugated paper makes up 24% of household wastes (by weight).

Goop Snoop 3: Inspector Canfill II

Return to the neighbours you asked to participate in the garbage survey in Goop Snoop 1. Give them a copy of the list of organizations, companies and businesses involved in recycling and re-using goods and waste in your area that you made in Goop Snoop 2. Explain to your neighbours how this list can help them reduce the amount of waste their household produces. Ask them if they would be interested in employing some recycling techniques and being involved in a second survey of counting garbage bags. If they are interested, ask them to count the number of garbage bags thrown out over a two-week period. Compare the results with those of the first survey you conducted. Report your findings to your class, local newspapers, radio and TV station and, of course, to your neighbours.

Although we can recycle everything, many products are not recycled because it is not economical to do so.

INSPECTOR'S REPORT

When your report is completed, draw a bar graph to indicate the total number of bags for each two-week period.

If several families participate or there are several separate studies being conducted by other students, combine results on a class graph to demonstrate the effect of your project on waste management in the community.

Household name: ______________________________

Student researcher: ______________________________

Garbage Collected

First two-week period: _______________ to _______________
(dates)
No. of garbage bags: ____________________

Second two-week period: _____________ to _______________
(dates)
No. of garbage bags: ____________________

Number of bags difference: ____________________

Comments:____
(yours or theirs)
____

____

____

DRAW A BAR GRAPH FOR EACH TWO-WEEK PERIOD

Goop Snoop 4: Take the Wraps Off!

For a one-week period, collect the wrappings from the groceries used in your household. How much did you collect? How much do you think was really necessary? What are some alternatives to this packaging? Using the chart "Be A Wrapper Zapper," analyse packing methods for two or three products. Evaluate the packaging (e.g., toothpaste pump in a box). Is the packaging environmentally and socially aware? Support your evaluation with facts and statistics. List reasons why some types of packaging are necessary. Show examples of unnecessary types of packaging. Suggest another way of packaging one of the products you analysed.

A "LITTER" EXTRA:

- Write letters to ask companies about their methods and justification for packaging their products.
- Send your idea for new packaging of a product to the company that produces it.
- Choose a fact about the cost of packaging and the consumer waste it produces and find a way to share or advertise that fact.

BE A WRAPPER ZAPPER

ITEM			
PROBLEM WITH PACKAGING			
ALTERNATE SOLUTIONS			
ARGUMENTS FOR THE ALTERNATE SOLUTIONS			
ARGUMENTS AGAINST THE ALTERNATE SOLUTIONS			

Goop Snoop 5: "Litter" Bit of News!

Collect recent news articles and photographs about recycling and waste.

Make a scrapbook of these "Litter" Bits of News.

Think about the information in the articles. Do you believe what you read? Why or why not? How do you feel about efforts being made to clean up the environment? What impact do these facts have on you? On your family? Do you care?

Express your thoughts by writing a brief statement on each page of your scrapbook.

A "LITTER" EXTRA:

- Write letters to the editor as a response to the articles.
- Develop your own newspaper articles dealing with environmental issues.
- Role play an individual depicted in one of the articles you've collected and present your point of view to the class.

The Alberta Department of Environment has a library open to public use. The library holds 35,000 books and reports.

"Litter"ally Speaking 1: Let's Talk Dirty!

Many words are directly related to the collection, disposal and recycling of waste products. Familiarize yourself with some of these terms on the next page. Help others understand their meaning by using crossword and word search puzzles, skits, games, puns and poetry.

To see how these words are used in context, read magazine articles on the environment. Find out if your school library has copies of *Environment Views*, an Alberta magazine that is available for free.

A "LITTER" EXTRA:

- Learn to spell the words. Share your strategy for remembering the spelling with other classmates.
- Develop a Trivial Pursuit, Hi-Q or Reach for the Top challenge in the classroom.

Prehistoric people simply put wastes in the ground; archaeologists are now discovering what life was like as they dig up these ancient dumps.

LITTER BANK GLOSSARY

accumulation	A gathering together in large numbers or quantity
biodegradable	A substance capable of breaking down into harmless elements in a short time
compost	Organic material that has decayed into a rich earthy material
crumb	Pellet-like substance used in highway asphalt produced from grinding rubber objects such as tires
cullet	Refuse glass for remelting; used in glass products, concrete, asphalt and brick, glass, wool, wall panels and terrazzo
decompose	To break up into component parts or elements
disposable	Items that can be disposed of, or thrown away, usually after one use. The opposite of reusable
fermentation	The processing of organic material into a variety of chemical products through the biological action of certain micro-organisms
garbage	Animal or vegetable refuse, kitchen waste, tin cans, paper, glass, plastics, packaging
garbologist	Person who snoops through other people's garbage to find out what they eat, what they buy and what is important to them
hazardous waste	Products that can be harmful to the environment if released into the environment; contain toxic elements
infectious waste	Medical waste; products that can spread disease
landfill	A site developed for dumping solid wastes, with the long-term view to reclaiming the land

non-renewable resource	A resource that, once extracted from the earth, cannot be replaced
organic material	Any matter derived from living or previously living tissue, plant or animal
pollution	The discharge of a foreign substance, or abnormal amounts of a natural substance, into the natural environment
primary resource	A resource that is extracted from its natural source (e.g., iron ore, petroleum, trees)
pyrolysis	Chemical decomposition by action of heat to produce various oils, gasses and other chemicals
raw material	Any material from which a product is made
reclaim	To make land suitable for human use; to obtain something useful from a waste product
recovered resource	A used material that is collected after use, or recovered from a mixture of wastes, for use as a raw material
recyclable	In a form that can be recycled
recycle	To convert used materials into raw materials for the production of new products
recycling agent	A person who acts as an intermediary for consumers and recycling businesses
refuse	Discarded solid waste materials, commonly referred to as garbage
renewable resource	A resource such as trees or fresh water that is continuously produced in nature (although not necessarily at the same rate as we use it)
resource	Any material that may be useful
re-use	To use another time; refers to items that can be used a number of times in the same form (e.g., glass pop bottles)

salvage	To recover a material or item from waste
secondary resource	A resource that has already been used, but that can be a valuable substitute for a primary resource as a raw material in the manufacture of new products
socially-safe product	Tamper–proof packaging (e.g., medicine bottles)
throw-aways	Designed to be discarded after use
toxic waste	Poisonous waste.

"Litter"ally Speaking 2: "Litter" Folks Write Junky Jokes!

Create some trashy jokes and catchy phrases or recycle a song using these words: litter, trash, compost, recycle, refuse, scrap.

Share your creations with the class.

Examples:

- Another name for a garbage can is a "scrap trap."
- Who were the environmentally irresponsible swine brothers? Answer: The Three Litter Pigs.
- Why did Amelia Bedelia put the trash in the dishwasher? Answer: She wanted to recycle it.
- What was the Elvis Presley hit supporting waste recycling? Answer: Return to Vendor.

An aluminum can could take 1,000 years to decompose.

"Litter"ally Speaking 3: Trashy Tales!

Rewrite a fairy tale to reflect environmental concerns. Try one of these titles or make up one of your own.

Litter Red Riding Hood
Litter Bo Peep
Three Litter Pigs

Plot Suggestion: Litter Red Riding Hood, a member of Trash Traders, an environmentally conscious organization, encounters the Big Bad Wolf—the biggest litter offender, while enroute to the Recycling Centre.

A "LITTER" EXTRA:

Create a skit or play:

Garberalla
Green eggs and ham
Snow White
or a subject of your choice

More than 90% of packaging lands on the garbage pile within one year of its production.

"Litter"ally Speaking 4: "Litter"-Writing

Following the "Sample Letter Format" on the next page, write a letter to your mayor, premier, MLA, Minister of Environment or a recycling plant regarding recyclable wastes. It could be a letter of:

- support
- request
- action
- information
- commendation.

A "LITTER" EXTRA:

- Submit your letter to a local newspaper, school newspaper, industry or government newsletter, or environmental publication.

- Make a presentation to a local school group.

SAMPLE LETTER FORMAT

You can use letters to request information, an interview or permission to make a visit. Before writing a letter, become familiar with the proper form. Following the correct form will create a good impression and cause your correspondent to take your request seriously. Using the form outlined below, write a draft copy of your request. After you have gone over it with your teacher, write the final version. Keep your draft as a record of your work.

(your address) John Jones
251 Main Street
Anytown, AB
T5J 2T2 (date)
September 10, 1989

(inside address) Concord Paint Service
966 Amsterdam Avenue
Yourtown, AB
T2B 3Y7

(salutation) Dear Concord Paint Service:

(text) I am working on a special study concerning ______________________________.
It would be most helpful to me if I had the following information:
1.
2.
I would appreciate it if you would forward this information to me. Thank you.

(complimentary close) Yours truly,

(your signature) John Jones

SAMPLE ENVELOPE

John Jones
251 Main Street
Anytown, AB
T5J 2T2

Stamp

Concord Paint Service
966 Amsterdam Avenue
Yourtown, AB
T2B 3Y7

"Litter"ally Speaking 5: The Wasteland

Using the "Comment Survey Sheet" on the next page, survey your classmates to find out what they enjoyed and accomplished as a result of their environment projects. Add your own comments and compile these observations in an article that summarizes the class activities.

A "LITTER" EXTRA:

Submit your article to a school or county newsletter, an environmental publication, a local newspaper or an industrial or government newsletter.

In 1975 Canadians spent $25 per person to collect and dispose of waste.

COMMENT SURVEY SHEET

(one per student in your survey)

Name: ____________________

I really enjoyed ____________________

____

I learned ____________________

____

I was surprised to find ____________________

____

An interesting part was ____________________

____

I found it difficult ____________________

____

I'm proud of ____________________

____

I would like to ____________________

____

I hope ____________________

____

In the future ____________________

____

"Litter"ally Speaking 6: Extra! Extra!

Write a detailed news article that describes one or more projects undertaken by you or your classmates. Include the purpose, the procedures and the outcome. You may want to conclude with suggestions or opinions based on your findings.

A "LITTER" EXTRA:

Submit your article to a school or county newsletter, an environmental publication, a local newspaper or industrial or government newsletter.

Canadians dispose of 22 million tires each year.

"Litter"ally Speaking 7: Poems That Stink

Find and read some of these "Garbage Poems."

"Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out," and "Hector the Collector," by Shel Silverstein, in *Where the Sidewalk Ends,* Fitzhenry & Whiteside Ltd., Toronto, 1974.

"Everywhere Is Somewhere," "How the Trash Pile Grows" and "The Dirty Water Blues," by Betty Miles, in *Save the Earth! An Ecology Handbook for Kids,* Alfred A. Knopf, New York, 1974.

"And the Seagulls Were Dying," by Gary Dunford, in *Explorations,* Wiley, Toronto, 1975.

Try writing your own "garbage" poem, using cinquain, acrostic, limerick, free verse, rhyming and other poetic forms.

A LITTER EXTRA:

Compare the poem "And the Seagulls Were Dying" with the parallel biblical story of creation and share your comparison with classmates through a poster, drawing, oral or written presentation.

For every dollar spent on cereal, 15 cents is spent on the box.

"Litter"ally Speaking 8: Talking Trash

Generate at least five ideas for encouraging people to be more responsible in their attitudes toward waste. Before you begin, read "Funny Trash," which tells about some novel ways of dealing with this challenge. "Funny Trash" was written by Roger Van Oech, in a book called *A Whack on the Side of the Head* (Warner Books). Ask your librarian to help you locate this book if it is not in your school library.

A "LITTER" EXTRA:

Present one or more of your ideas to your principal, community group or city council for possible implementation.

The Public Health Act of 1875 (England) gave the first legal recognition to the garbage can.

"Litter"ally Speaking 9: Top O' The Heap

Choose one or more of the following comparisons and generate at least five similarities. Look at the sample "How is Garbage Like Homework?" before you begin.

How is garbage like:

a gold mine	a bicycle
a fruit salad	a rock concert
a trip to the moon	a pit full of snakes
a box of crayons	a flower garden
a computer	a shopping spree?

HOW IS GARBAGE LIKE HOMEWORK?

- comes by the truckload
- it stinks
- it's a burden
- it's a responsibility
- somebody collects it
- it comes in a variety of forms
- some people keep it
- some people avoid it
- some are messy with it
- some are neat with it
- some people get paid for doing it
- it can blow you away
- sometimes it needs to be sorted
- often disposed of hastily
- valuable when re-used
- not usually your favourite topic
- have to take it out
- they both end up in the same place
- looks good in the beginning
- many people can help you deal with it
- might be worth something
- usually need a bag to carry it in
- smart people get on top of it quickly
- if it sits too long, it's a waste
- some try to recycle it

Only 1% of the cost of motor vehicle parts is spent on packaging.

Litter"ally Speaking 10: Put On Your Thinking Caps!

With one or more classmates, identify a problem related to litter or waste management; for example, how to make use of discarded textbooks. Using the 6-Hat Thinking Process, develop a solution for the problem.

As you work through the problem, members should take turns wearing different hats to make their contribution. Or, all members of the group should wear the same hat at the same time before you go on to the next hat.

6-HAT THINKING PROCESS

Each of the six thinking hats has a colour: white, red, black, yellow, green, blue. The colour provides the name for the hat and is also related to its function.

WHITE hat looks at facts. Be neutral, objective, get information. Ask: How many textbooks are being discarded? Who is in charge of disposing of them?

RED hat examines feelings. Hunches, opinions and emotions are all right. Ask: How do people feel about books being burned?

BLACK hat criticizes. Looks for mistakes, possible problems, risks, dangers. Ask: What if the County won't let us have them? How will we pay for postage?

YELLOW hat looks at the benefits. Be positive, optimistic, constructive. Dream. Ask: Can we make money on this project for a field trip next month?

GREEN hat comes up with new ideas. Be daring, different, off-the-wall, creative. Ask: Can they be used in other countries? Can a local daycare use them for building?

BLUE hat plans. Organize, summarize, direct, tell the steps. Ask: Let's make the telephone calls first. Who will find out about paper recycling?

For more information, see *Six Thinking Hats*, by Edward DeBono.

A "LITTER" EXTRA:

Publicize or present your solution to the appropriate audience or authorities.

One family's supply of newspapers can be recycled into almost enough insulation for one house.

Treasure Trash 1: Litter Critter Award

Using non-organic wastes, design an environmental trophy or award to be used in your school.

Decide on the purpose of the award: cleanest classroom, person who discards the most/least litter or best collector of recyclable goods.

Suggestions for construction:

1. Use a sturdy base: wood block, brick
2. Attach by using wire, popsicle sticks, glue, string, tacks or staples.

A "LITTER" EXTRA:

- Use the Litter Critter Award at school camps to help keep our environment "litter-free."
- Set up a display during Environment Week in June.
- Have a travelling "Grouchy Oscar" award given daily to individuals or groups who create too much garbage in the class or in the school.

Treasure Trash 2: Mount Wastemore!

Gather non-organic litter and use it to design a bulletin board display. What other waste could be used for an effective background?

How many different categories of waste can be generated from your collection of throwaways? Chart or graph the information or sort it under appropriate headings.

Here are some things to bring from home:
- wrappers
- straws
- stir sticks
- spools
- tin cans
- milk cartons
- styrofoam
- newspaper
- plastic products

A "LITTER" EXTRA:

- When it is time to dismantle the bulletin board, demonstrate a variety of ways to reuse the throwaways.

- What might future archeologists say about our lifestyle, based on the kinds of trash collected? Write a futuristic news article revealing the findings.

Refuse collection began in London in the 15th Century. They had 12 specially designed carts that picked up waste on special days and took it to a deposit site.

Treasure Trash 3: Paper Mash, Hey!

To make paper:

- Tear newspaper into strips
- Soak newspapers in hot water until soft
- Beat with an eggbeater to make into pulp
- Dip a piece of window screen into the pail and cover with pulp
- Take a second piece of screen and place it on top of the pulp and first screen
- Roll with a rolling pin to squeeze out excess moisture
- Remove the top screen
- Let dry for 24 hours
- Carefully peel the recycled paper from the screen.

VARIATIONS:

- Instead of window screen, use panty hose stretched over a coat hanger bent into the desired shape

- Add food colour to create coloured papers

- Add potato or onion scraps for texture

- If using non-paper ingredients, add 25 ml. (two tbsp.) of wallpaper paste or cornstarch to 500 ml. (two cups) of water and mix into the pulp.

- Roll and shape paper into desired shapes before drying.

- Press in dried leaves or grass or flowers for special effect.

Each year Canadians dispose of 5 billion tin cans.

Treasure Trash 4: "Waste-Band"

Create your own classroom "Waste-band!"

- Use bottles and water to make a musical scale.
- Use plastic containers to make drums. What materials can be used as drum heads?
- Use strings, elastics and sticks to create stringed instruments.
- Use tinfoil or paper plates, dried beans or peas, string and tape to create a variety of rattles.

Bring some of these items from home. Remember, the idea is to use trash, not to create more trash, so bring items that have had some previous use. Be sure to wash these items carefully before you use them.

A "LITTER" EXTRA:

Compose appropriate "trashy melodies" to perform in your "Waste-Band."

Producers find it cheaper to produce 100,000 of a particular item than only 100. This may make that item cheaper for you, but it also causes more waste eventually.

Treasure Trash 5: “One Man's Junk is Another Man's Treasure”

Organize a white-elephant sale.

Ask your classmates to bring in toys, books, clothes and other items they no longer need or use (ensure that parental permission has been given).

Establish committees to be in charge of collection, advertising, display, sales, accounting, clean-up. The money collected can be donated to a charity or saved to pay fuel costs of a parent who is taking recyclable wastes from the school to the recycling depot.

Any items not sold can be taken to a Goodwill or Salvation Army organization or a recycling depot, whichever is appropriate.

A "LITTER" EXTRA:

- Create posters to advertise the sale.
- Prepare a financial statement for the school principal showing costs and profits.
- Write a press release related to the sale.

Only about 20 to 30% of the vegetable plant is eaten by humans.

Waste Watchers 1: Compost–A–Heap

Recycle! Build your own portable or stationary compost pile.

Portable
- Use a wooden box with several air holes.
- Place bare earth on the bottom of the box.
- Add organic materials (vegetable scraps, grass trimmings, eggshells, meat trimmings, fruit peels, etc.)
- Cover with about 6 cm. of soil or manure.
- Complete by covering with new organic material.
- Cover with more soil and moisten.
- This process may be repeated indefinitely.
- Turn over pile periodically.
- Observe what changes occur.
- Record your observations over a three-week period.

Stationary

- Dig a hole in your garden.
- Follow the instructions given for portable compost pile.

A "LITTER" EXTRA:

- Use compost from your pile to fertilize plants or a garden.

- Interview a person in your community who makes compost piles.

During processing or canning, about 40% of raw vegetables are discarded as waste even though they have nutritional value.

250

Waste Watchers 2: Be A Trash Patroller!

Observe your family's food consumption for a week.

Weigh the plate scrapings at the end of each meal. What is done with the leftovers? How much food was thrown away (by weight)?

Graph the results and post them in your classroom.

A "LITTER" EXTRA:

- Develop a plan to reduce the amount of food thrown away by your family. Be sure to consult with the person who makes the meals. Plan menus that use leftovers.
- Interview cooks to discover how they generate new meals from leftovers.
- Visit a restaurant and find out what is done with leftovers.

On the first day of the Curbside Recycling Program in Edmonton, 35,000 kilograms of newspaper were collected. Recycling the newsprint saved 600 trees!

Waste Watchers 3: Paper Chase!

Conduct a survey to find out how much paper is used in your classroom in a week.
- Count the pieces of paper that cross everyone's desk.
- Chart the results on a graph.

Devise a collection campaign for this waste paper.
- Create a "scrap trap" to collect waste paper.
- Make a plan to reuse or recycle the paper.

A "LITTER" EXTRA:

- Predict the amount of paper used (by weight or by number of pages) by your class, your school, your city. Estimate the cost of the paper and/or the cost of disposal. Look into retrievable income through recycling.

- Write a letter or make a speech to persuade your school or community to change their use of paper.

- Create a mascot out of papier-mache to promote your collection campaign.

Manufacturers are not responsible for the recovery of waste products so there is little incentive to recycle.

Waste Watchers 4: Do-Able Renewables!

Plan a field trip to a local industrial recycling site. Visit the recycling site.

Create a model of an industry involved in recycling waste products. Consider using futuristic sites such as space stations. Demonstrate and explain your model to your class.

There are more than 16 to 18 million disposable diapers dumped in landfills each year.

The Collection Bin

Resources

The following companies collect recyclable waste and pass it on to mills for shredding, melting and making back into new products. Companies involved in other aspects of the ever-growing recycling industry are included.

AGENCIES AND BUSINESSES

ALLIED PAPER SAVERS
16345 - 130 Avenue
Edmonton, AB T5V 1K5
Phone: 447-1648

Paper collection agency. Organizations can take sorted paper products to them. They pay according to type and amount of paper.

ALBERTA ENVIRONMENT COMMUNICATIONS BRANCH
Oxbridge Place, 9820 - 106 Street
Edmonton, AB T5K 2J6
Phone: 427-6267

A branch of Alberta Environment, they have a free quarterly publication, *Environment Views*, that can be subscribed to. The following teaching kits are also available from them:

NIMBY-Not in My Backyard.
A game and simulation activity package on the siting of a waste landfill. Designed for Grades Seven and up and for adults, it explores the social, environmental, economic and political realities of settling a difficult environment dilemma. Three sets of group materials per package.

A Matter of Waste.
A complete program covering the topic of waste management for Grades Five and Six. Materials include student readings, teacher guide, general activities, poster, poster panel masters and poster-related activities.

The Garbage Gazette.
Written for the middle elementary grades, this unit focuses on waste management, recycling and wise consumerism. The unit includes three teaching posters, masters for the newspaper *The Garbage Gazette* and a teaching guide.

The Home We Share.
A teaching package using the poster, *The Home We Share,* a large four-colour poster with a full reverse side of activities and articles written for children from Kindergarten through Grade Seven. The poster depicts activities that children can relate to in the environment that are fun or have a positive environmental outcome. The kit includes two copies of the poster (for display of both sides), 8 1/2" x 11" masters of all articles and activities and a short teaching guide.

Workshops. A number of staff and contract personnel are available from Alberta Environment to put on workshops, demonstrations and lectures on a variety of environmental and environmental education topics. Most sessions provide support materials at no cost to the participant.

For more information, call or write:
Environmental Education Coordinator
Alberta Environment, 12th Floor,
9820 - 106 Street
Edmonton, AB T5K 2J6
Phone: 427-6310

B.F.I. INDUSTRIES (Browning-Ferris Industries)
3410 - 54 Avenue
Edmonton, AB T6B 2P7
Phone: 468-6801

This company is involved in Edmonton's recycling program. They are responsible for curbside pickup in the south Edmonton area. Tours of the plant would allow children to see the collection, sorting and shipping of recyclable materials.

BUILDING PRODUCTS OF CANADA
3703 - 101 Avenue
Edmonton, AB
Phone: 466-1135
Contact: Assistant plant manager

This paper mill accepts paper from collection agencies and creates a new paper product that is called paper board. It is commonly used in roofing shingles. The company is receptive to student letters and inquiries. Field trips have little to offer young students as there is no exciting machinery to see. Comparable company in Calgary - I.K.O. Industries.

CITY OF EDMONTON PUBLIC WORKS
9803 - 102A Avenue
Edmonton, AB T5J 3A3
Phone: 496-5633
Contact: Communications Officer

Edmonton currently operates the largest recycling program in Canada (second largest in North America) in terms of amounts collected and people participating. They are receptive to student and teacher inquiries and are developing a series of awareness workshops for city schools. "Garbage With a Future," a 12 minute video focuses on the Edmonton recycling program and is available for loan, free of charge, through this office.

COAST PAPER
17808-116 Avenue
Edmonton, AB T5S 1V1
Phone: 452-1275

This company sells recycled paper. Quality varies from fine writing bond to cover weight. The paper is a mixture of 40-60% recycled, 60-40% new paper which makes it suitable for writing. Contact for prices.

EDMONTON RECYCLING SOCIETY
11631 - 80 St.
Edmonton, AB T5B 2N3
Phone: 471-0071

One of Edmonton's major collection agencies. They are involved in the process of collecting and sorting solid waste before it is sent to industries for recycling. They are receptive to field trips if pre-arranged.

ENVIRONMENT CANADA, Communications Branch
Western and Northern Region,
Twin Atria #2, 2nd Floor,
4999 - 98 Avenue
Edmonton, AB T6B 2X3
Phone: 468-8075

This government department is receptive to enquiries. They have items that they will mail out, one of those being a Save-It Kit, collection of seven articles regarding recycling and safe use of household and workplace goods and wastes. The Edmonton office is responsible for the entire province.

ENVIRONMENT COUNCIL OF ALBERTA
8th Floor, Weber Centre
5555 Calgary Trail
Edmonton, AB T6H 5P9
Phone: 427-5792

This government agency makes resources available free of charge. A particularly valuable resource is a set of six booklets with topics ranging from recycling to solid waste and social issues relating to this issue.

ENVIRONMENTAL RESOURCE CENTRE
10511 Saskatchewan Drive
Edmonton, AB T6E 4S1
Phone: 433-8711
Contact: Office manager or Executive Director

This agency is concerned with educating students and the public regarding environmentally friendly products and encouraging recycling of solid waste. They will give tours of their renovated energy efficient house/office and welcome inquiries from classroom teachers and students. In Edmonton, they assist schools in organizing fund-raising projects involving collection and recycling of paper products.

GOODWILL GENERAL STORES
Head Office: 6320-99 Street
Edmonton, AB T6E 3P6
Phone: 434-3400
Contact: Executive Director

A non-profit organization, exclusively concerned with providing training and employment for handicapped personnel through their second-hand stores. Collection centres can be found in most small shopping malls and areas throughout the province. Larger cities have stores accepting donations during business hours. They will accept most donations except for gas appliances, building supplies, food items, jars, tins or throwaways. Articles are sorted, cleaned and repaired where possible before resale.

IMAGINATION MARKET
10215 - 112 Street
Edmonton, AB T5K 1M7
Phone: 426-1862
Contact: Executive Director or General Manager

A non-profit organization collecting scraps from industries and manufacturers. Their major concern is for reclaiming, recycling and reusing otherwise wasted materials. The paper, leather, wire, rubber, plastic, sticky tapes, etc. are available for purchase (great prices for bargain hunters) in their store. While the store is only open Saturdays, 11:00 a.m. - 4:30 p.m., they do run in-house workshops for students. They also do workshops and demonstrations in schools to create awareness of the imaginative possibilities of "trash." An exciting place to visit—for both teachers and students!

A terrific resource for inexpensive art materials, creative and fun workshop personnel and an eye-opener for recycling in an artistic way! They will accept donations of materials, but are specific as to needs. Call first.

PAPER CHASE
12155 William Short Road
Edmonton, AB T5B 2E1
Phone: 477-9391

A non-profit organization concerned with collection of office-grade paper. They pick up in Edmonton, but do not pay for the paper. Groups and clubs can bring their collections to the warehouse.

The paper is sent to paper mills in Edmonton, Calgary, Korea and the Far East to be changed into packaging and roofing materials.

PAPERBOARD INDUSTRIES CORPORATION
Paper Stock Division
2015 - 87 Avenue
Edmonton, AB
Phone: 464-4761
Contact: Plant Manager

This is a division of Paperboard Industries, exclusively dealing with collection, sorting, baling and shipping/exporting paper to recycling mills (over 20,000 tons/year). They are receptive to student inquiries and field trips. Their western Canadian mill recycles 600 tons of paper/day.

Paperboard Industries Pulp Mill
8255 William Street
Burnaby, B.C. V3N 2V7

The Edmonton branch pays for paper waste. Sorting into specific categories is recommended. Prices range from $5 - $200/metric tonne. Call for specific details.

RECYCLING BRANCH OF ALBERTA ENVIRONMENT
Phone: 427-5838

This branch will provide packages of material for classroom use. Information includes statistics, reports and studies dealing with recycling in the province. They are also concerned with educating the consumer-public about environmentally friendly products.

SHRED-A-CAN RECYCLERS LTD.
3920-101 Street
Edmonton, AB T6E 0A5
PHONE: 463-7955

Cardboard recycling agency. They will accept cardboard from private and group organizations. While they will accept cereal boxes to packing boxes, certain restrictions apply—no wax coatings, no staples. They pay 1.5 cents/lb. for discarded cardboard. Paper is sent to a paper mill in Burnaby, B.C. and Paperboard Industries, Edmonton.

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Bell, James B. and Earl W. Buxton. *Explorations.* Wiley Publishers of Canada Ltd. Toronto, 1975, pp.65-66.

The Canadian Red Cross Society Activity Book.

"Cutting Back on Garbage Day" *Environment Views.* June, 1989, Vol. 12 (1), pp.9-12.

Keating, Joni. *Use It, Don't Lose It.* Good Apple, Inc., Carthage, Illinois, 1981.

Miles, Betty. *Save the Earth, An Ecology Handbook for Kids.* Alfred A. Knopf, New York, 1974, pp.15, 17, 39, 59, 61, 92.

Recycling in Alberta. Alberta Environment, Edmonton, 1986.

The Sierra Club Survival Songbook. Collected by Jim Morse and Nancy Mathews. Belwin Mills Publishing Corp., New York , 1971.

Silverstein, Shel. *Where the Sidewalk Ends.* Fitzhenry & Whiteside Ltd., Toronto, 1974, pp.46, 47, 70, 71.

VIDEO/FILM

"BFI - Putting Waste Back to Work." Browning-Ferris Industries (BFI) Edmonton. Phone: 468-6801

"Garbage With a Future." City of Edmonton Public Works. Phone: 496-5633

"Class Project: The Garbage Movie." National Film Board, Edmonton. Phone: 495-3010

"Our Throwaway Society." Alberta Special Waste Management Corporation, Edmonton. Phone: 422-5029

"One Man's Garbage, Another Man's Gold." Environment Council Library, Edmonton. Phone: 427-5793

Consult your local film libraries for additional audiovisual materials applicable to the waste management issue.

TEACHING RESOURCES

The following educational materials are suitable for teaching energy and resource conservation. Some of these resources are free and some have a cost. Please contact the supplier directly with your requests.

Grade specific resources for elementary teachers and "Somebody Should Do Something About This!" (K-12). Alberta Energy, Energy Efficiency Branch, 7th Floor, North Petroleum Plaza, 9945-108 Street, Edmonton, Alberta, T5K 2G6. Phone: 427-5200 Fax 422-0494

Bowman, M.L. and Coon, H.L. *Recycling: Activities for the Classroom,* ERIC Center for Science, Mathematics and Environmental Education, Columbus, Ohio

Paper Chase Recycling, *Recycling Programs,* 11941-73 Street, Edmonton, AB T5B 1Z7. Phone: 477-9391. For Edmonton area schools only.

INFORMATION SERVICES

ECA Online (Computer Network)—a computerized conference, message service, and environmental information bulletin board. Parameters: 300-1200 baud, 8 data bits, 1 stop bit, no parity. Phone: 438-5793.

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ENERGY MATTERS Inquiry Line—energy experts and a computer data bank provide information on how energy can be used wisely in the home. If you have questions on anything related to home energy, DIAL "0", and ask for Zenith 22339 (Edmonton, 427-5300). You can also use ENERGY MATTERS line to find out about other residential services offered by the Energy Efficiency Branch.

Energy Efficiency Branch
Alberta Energy
7th Floor, North Petroleum Plaza
9945 - 108 Street
Edmonton, AB T5K 2G6
Phone: 427-5500

BROCHURES

The following brochures are free and available from the sources indicated. As they may not be available in class quantities, please contact the suppliers directly.

The Recycle News, Alberta Environment, Pollution Control Division, Edmonton, AB. Phone: 427-5868.

Recycling in Alberta, Alberta Environment, Communications Branch, Oxbridge Place, 9820-106 Street, Edmonton, AB T5K 2J6. Phone: 427-5870.

Brochures on water, waste water, recycling and waste management. City of Edmonton, Environmental Services, 3rd Floor, 9803-102A Avenue, Edmonton, AB T5J 3A3. Phone: 496-5633.

Municipal Solid Waste —Alberta's Untapped Resource? Environment Council of Alberta, Alberta Conservation Strategy, 8th Floor, 5555 Calgary Trail, Edmonton, AB, T6H 5P9. Phone: 427-5792

GUEST SPEAKERS

The following organizations may be able to provide a guest speaker for your class or school.

Alberta Special Waste Management Corporation
#610, 10909 Jasper Avenue
Edmonton, AB T5J 3L9
Phone: 422-5029 or 1-800-272-8873

City of Edmonton (Edmonton schools only)
Public Works
3rd Floor, 9803-102A Avenue
Edmonton, AB T5J 3A3
Phone: 496-5633

Paper Chase Recycling
12155 William Short Road
Edmonton Alberta T5B 2E1
Phone: 477-9391
For Edmonton area schools only

SPECIAL INTEREST GROUPS—FOR TEACHERS

The following organizations have a conservation, energy and/or environment mandate. They provide information, resources and services for you. What is available from each organization is noted after the name of the organization. Whenever there is a cost associated with an item, a ($) sign is indicated. All of these organizations have been contacted to ensure their co-operation with Alberta teachers. Please contact the organization directly to obtain details of existing policies.

Edmonton Recycling Society
11631-80 Street
Edmonton, AB T5B 2N3
Phone: 471-0071
- volunteers accepted
- "Blue Box" curbside recycling
- will send speakers

Environment Council of Alberta
8th Floor, Weber Centre
5555 Calgary Trail, Southbound
Edmonton, AB T6H 5P9
Phone: 427-5792

- free informative publications
- information on involvement in public hearings
- computerized network

Environmental and Outdoor Education Council
Alberta Teacher's Association
Barnett House
11010-142 Street
Edmonton, AB T5N 2R1
Phone: 453-2411

- memberships ($)
- newsletter and journal
- annual conference
- travelling library

Environmental Resource Centre
10511 Saskatchewan Drive
Edmonton, AB T6E 4S1
Phone: 433-8711

- resources available on environmental issues
- information on site
- speakers available

Friends of the Earth ($)
Suite 701, 251 Laurier Avenue W.
Ottawa, ON K1P 5J6
Phone: (613) 230-3352

- teaching resources and audio-visuals
- regular and student memberships ($)
- newsletter with membership

Friends of Environmental Education Society of Alberta (FEESA)
9914-76 Avenue
Edmonton, AB T6E 1K8
Phone: 439-0243 Fax: 432-1203

- teacher memberships ($)
- newsletter
- teaching kits ($)

Imagination Market
10215-112 Street
Edmonton, AB T5K 1M7
Phone: 426-1862
- educational workshops
- retail, mail order of recycled and reusable materials

Kananaskis Young Scientists' Project
c/o The University of Calgary
Kananaskis Centre for Env. Research
Seebe, AB T0L 1X0
Phone: (403) 220-5355, 673-3662
- 2- 3- 4-day field trips (teacher must initiate)
- student journals
- teacher planning and field trip manuals

LEARNER CENTRES

Arusha International Development Resource Centre
233-10 Street N.W.
Calgary, AB T2N 1V5
Phone: (403) 270-3200

Barbara Ward Centre
4630 - 50 Avenue
St. Paul, AB T0A 3A2
Phone: (403) 645-2454

Camrose International Institute
5061 - 50 Street
Camrose, AB T4V 1R3
Phone: (403) 672-8780

World Citizen's Learner Centre
1011-4 Avenue S.
Lethbridge, AB T1J 0P7
Phone: (403) 328-5725

Development Education Coordinating Council of Alberta
103, 223-12 Avenue S.W.
Calgary, AB T2R 0G9
Phone: (403) 269-4744
- memberships
- teaching resources
- guest speakers
- films, videos

Pitch-In Alberta ($)
#45, 9912-106 Street
Edmonton, AB T5K 1C5
Phone: 429-0517

- information kits to all schools regarding "Pitch-In" campaign
- school memberships ($)
- newsletter to all schools

Pollution Probe Foundation ($)
12 Madison Avenue
Toronto, ON M5R 2S1
Phone: (416) 926-1907

- resource material
- memberships ($)
- magazine
- newsletter

Recycling Branch
Alberta Environment
5th Floor, 9820-106 Street
Edmonton, AB T5K 2J6
Phone: 427-5838

- lists of local recycling programs

Recycling Council of Alberta ($)
Box 2950
Olds, AB T0M 1P0
Phone: (403) 556-4110

- student memberships ($)
- newsletter
- volunteer programs

SPECIAL INTEREST GROUPS—FOR STUDENTS

You can become involved with the following organizations as part of your personal commitment to conservation and environmental protection. Any services having a fee associated with them are designated with a ($) sign. Contact the group or groups that interest you to find out more about their activities, local chapters and how you can get involved.

Edmonton Recycling Society
11631-80 Street
Edmonton, AB T5B 2N3
Phone: 471-0071

- volunteers accepted

John Janzen Nature Centre
P.O Box 2359
Edmonton, AB T5J 2R7
Phone: 428-7900
OR located at:
Fort Edmonton Park, Fox Drive

- contact staff for nature information
- visit programs
- library

Kids Against Pollution (KAP)
P.O. Box 775
Closter, NJ, USA 07624
Phone: (201) 784-0668

- involves students in letter-writing campaigns and community-based activities.

Pitch-In Alberta ($)
#45, 9912-106 Street
Edmonton, AB T5K 1C5
Phone: 429-0517

- school memberships ($)
- newsletter to all schools

Recycling Council of Alberta ($)
Box 2950
Olds, AB T0M 1P0
Phone: (403) 556-4110

- student memberships ($)
- newsletter
- volunteer programs

SPECIAL EVENTS

The groups listed below co-ordinate special annual events. Please contact them for more information.

Education Week (April or May)
Communications Branch
Alberta Education
Phone: 427-2285

Environment Week (June)
Environment Week Association
Phone: 426-4191

Pitch-In Week (May)
Outdoors Unlittered
Phone: 429-0517

FIELD TRIP CENTRES

The following centres provide hands-on experience for students in an area of energy conservation or resource conservation. Contact the centre to obtain details on field trips for school groups or students.

Bennett Environmental Education Centre
Edmonton Public Schools
9703-94 Street
Edmonton, AB T6C 3W1
Phone: 468-1439

City of Edmonton
Public Works
3rd Floor, 9803-102A Avenue
Edmonton AB T5J 3A3
Phone: 496-5633
For Edmonton schools only; tours of the Water Treatment Plant, Waste Water Plant, and Landfill

Devonian Botanic Garden
University of Alberta
Edmonton, AB T6G 2E1
Phone: 987-3054
OR located at:
Hwy 60, 15 km. south of Hwy 16

Environmental Resource Centre
10511 Saskatchewan Drive
Edmonton, AB T6E 4S1
Phone: 433-4808

Energeum
(Energy Resources Conservation Board)
640-5th Avenue S.W.
Calgary, Alberta T2P 3G4
Phone: 297-4293

Lethbridge Naturalist Society
P.O. Box 1691
Lethbridge, AB T1J 4K4
Phone: (403) 328-2870

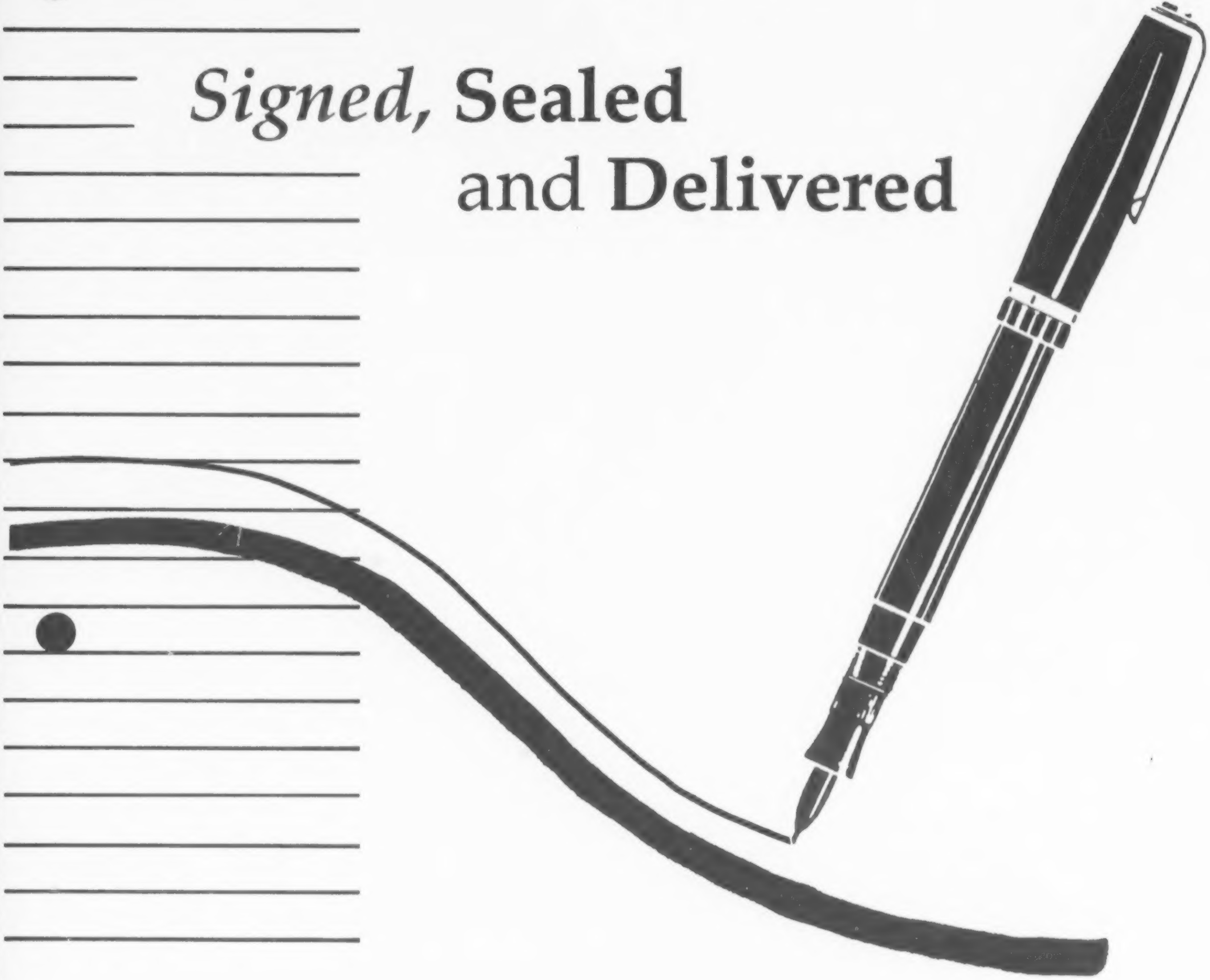
Paper Chase Recycling
12155 William Short Road
Edmonton, AB T5B 2E1
Phone: 477-9391
For Edmonton Area Schools only

Shannon Terrace Environmental Education Centre
c/o Fish Creek Provincial Park
Alberta Recreation & Parks
P.O. Box 2780
Calgary, AB T2P 0Y8
Phone: (403) 297-7827

Strathcona Wilderness Centre
Strathcona County Recreation & Parks & Culture Department
2025 Oak Street
Sherwood Park, AB T8A 0W9
Phone: (403) 922-3939
OR located at Baseline Rd & Range Rd. 212,
Strathcona County

Tyrrell Museum of Paleontology
Box 7500
Drumheller, AB T0J 0Y0
Phone: (403) 823-7707

Signed, Sealed and Delivered



A Teaching Unit

Using ***Letters*** *to Accommodate Student Differences*

Signed, Sealed and Delivered:

A Teaching Unit Using Letters to Accommodate Student Differences

Primary Teaching Areas

- COMMUNICATION
- CREATIVITY
- CRITICAL THINKING
- PERSONAL GROWTH

Suggested Grades

- SEVEN TO NINE

Subject Areas

- LANGUAGE ARTS
- SOCIAL STUDIES

Signed, Sealed and Delivered

Introduction

This unit focuses on the development of communication skills for students in grades seven to nine. *Signed, Sealed and Delivered* also provides opportunities for critical thinking, creativity and personal growth so students can experience a wide range of ideas and information through listening, speaking, reading, writing and viewing.

Teaching Areas

This unit uses the theme of "the letter" to introduce junior high school students to letters from history and literature as encouragement for them to read and write letters themselves. The primary goal of this collection is to encourage students to:

- examine and create literature in the genre of "the letter"
- make choices about their learning and to grow as individuals
- develop and extend research skills using traditional and media sources
- extend themselves in areas of skill and talent
- work in groups toward a common goal.

The following charts outline some of the skills, projects and teaching methods that may be used to encourage students' communication, creativity, critical thinking and personal growth. These charts suggest ways to expand and adapt the activities in this unit, to accommodate student differences.

Communication Skills

- Ability to receive and send information

Visual
  - listen
  - read
  - view
  - sense

Oral
- vocal delivery
  - appropriate gestures, eye movements, facial expression, body movement
- use of appropriate words, quotations, personal experiences, examples, relevant information

Written
- planning a document
- tone
- audience
- choosing appropriate and imaginative words
- developing technique
  - metaphors
  - comparisons
  - hyperbole
  - personal experiences
- writing powerful introductions and conclusions

Communication Projects

- letter writing
- panel discussion
- introduction of speaker
- advertisement
- dramatic readings
- drama/skit
- debate
- short story
- novel
- poetry

Teaching Methods

1. Group Study
2. Independent Study
3. Class Enrichment Project

Creativity Skills

- fluency
- flexibility
- originality
- elaboration
- brainstorming
- visual perspective/imagery
- fantasy
- humour
- imagination
- association
- comparison/analogies
- risk taking
- inventive thinking
  - reversing
  - designing
  - finding new uses
  - improving
- synectics
- lateral thinking

Creativity Projects

- drama
- puppetry
- invention
- new strategy
- creative story/poem/drama
- cartoon
- bulletin board display
- conceptual webs
- letters
  - personal letters
  - letters on issues
  - letters to fictional characters
  - open letters

Teaching Methods

1. Group Study
2. Independent Study
3. Group Methods

Critical Thinking

- ability to apply critical thinking at various stages of problem solving or research
- interpreting facts
- testing assumptions
- supporting with evidence
- noting ambiguity
- differentiating fact from fiction
- checking credibility
- relating conclusions
- inductive/deductive reasoning

Critical Thinking Projects

- letters on issues
- open letters
- researching issues
- summaries of information or plot
- study of propaganda
- observation
- interview

Teaching Methods

1. Independent Study
2. Group Study

Personal Growth

- self-understanding of personal style, learning style
- ability to communicate thoughts and feelings
- ability to empathize
- awareness of values
- group interaction
- understanding child/parent relationship
- dealing with conflict
- personal responsibility
- self-esteem
- self-expression

Personal Growth Projects

- journal
- career study
- panel discussion
- debate
- advertisement (persuasion)
- role playing
- class/school newspaper
- autobiography
- group discussion
- study of gifted personalities
- personal letters
- letters on issues

Teaching Methods

1. Student/Teacher Conference
2. Small Groups
3. Whole Class Enrichment
4. Independent Study

How To Use This Unit

The materials in *Signed, Sealed and Delivered* lend themselves to a variety of teaching methods. Use them as:

- a resource for independent study, allowing small groups or individuals to work with minimal teacher guidance
- an introduction to a concept for the entire class
- an in-depth classroom study integrating activities from several curricular areas
- ideas for activities in specific subject areas
- tasks for co-operative work by peer groups
- basis for cross-graded mentorships
- the initiation for inter-class, school and community projects.

The materials in this unit should be used with the junior high language arts program of studies and curriculum guide. The *Junior High Language Arts Curriculum* (Alberta Education, 1987) suggests "letting personal writing grow from prewriting activities and letting the form and content emerge. And then try . . . editing through drafts for form and content depending upon audience and purpose."

This unit contains the following items:

- an introductory exercise
- a "synectics" exercise to expand students' concepts of letters
- activities related to various kinds of letters
- activities to enhance discussion
- addresses students may write to for information on sports figures, publishers and authors
- resources for suggested activities.

Although *Signed, Sealed and Delivered* may be used throughout the year, the introductory exercise is most appropriate for the beginning of the school year. All materials in this unit may be reproduced for use in the classroom.

Getting Started: Introductory Activity

This exercise works best at the beginning of the school year. Make several copies of each of the four sample letters that follow. Sign them yourself and put them in envelopes. Distribute one letter to each student so that there is a good selection of each throughout the class. Say nothing about them.

Give the students a minute to read their letters. When all have read their letters, ask for their reactions, which will, of course, vary from yawns to shock.

For discussion:

1. Ask several students to read their letters aloud and describe their initial reactions
2. Ask students to speculate about the personality of the person who sent the letter
3. Have students comment on how different kinds of people might respond to each letter
4. Discuss with students the variations in style, and how the style relates to the purpose of the letters
5. Ask students to respond in letters or orally to the letter they received.

I forgot to say that one of the pleasures of reading old letters is the knowledge that they need no answer. (Byron)

Then distribute a "real" letter of welcome, outlining plans for the school year. Teachers may ask students to respond outlining their own expectations, hopes or goals for the year ahead.

SCHOOL OF COLLOQUIAL EUPHEMISMS

FAR OUT, ALBERTA

OK guys - Chill out!

We're off! This year will be awesome and majorly bodacious. We will "read, rap, and rite" together and it will be so fun!

Your totally tubular L.A. teach,

STUFFED SHIRT SCHOOL

HIGHBROW, ALBERTA

Dear Ladies and Gentlemen,

Please be informed that classes in Language Arts will proceed on the following assumptions:

1. that students will study literature, composition, grammar and usage
2. that students will strive to achieve an appropriate standard of competence
3. that students will comply with Alberta Education program rationale as outlined in the Curriculum Guide (1987) Chapter 1, page 1
4. that the teacher will supervise and assist in the aforementioned endeavours.

Yours truly,

SUNNYSIDE SCHOOL

BLOOMSVILLE, ALBERTA

Dearest Boys & Girls;

Greetings and salutations! We are about to embark on a *splendid* experience. The world of literature awaits our exploration. This term we will trip fancifully through the prose and poetry of the masters. Your knowledge will grow and blossom through the tender nurturing of my cultivated spirit. I envision our mutual journey to be one of discovery and fulfilment.

I shall write no more for now except to assure you once more of my continuing goodwill toward you.

____

Your Teacher

BRIGHTSIDE ACADEMY

WOODSTALK, ALBERTA

Dear Friends,

Welcome!

This year we will journey together through literature. We will share ideas through writing and discussion. It is my hope that we will learn a little more about ourselves, about each other and about the world. My aim is to be a fellow traveller, a fellow learner and occasionally a guide. I look forward to getting to know each of you along the way.

Sincerely,

Synectics Exercise

"Synectics" is a creative exercise that helps students explore the meaning of one concept by finding ways to connect it with a totally different concept or object. The purpose is to get the students thinking creatively, to expand their concept of letters.

Creative connections can be made between letters and concrete objects (a cabin in the woods), abstract concepts (a promise), specific actions (building a go-kart) and open-ended activities (owning a pet). Students differ in their levels of cognitive development. Some students will have greater success in identifying the attributes of a concrete object (such as an onion) than they will with a more abstract concept (such as looking for something in the dark). This synectics exercise gives the teacher an opportunity to observe these differences in their students' creative thinking.

Divide the class into groups of three or four. Give each group a synectics question. Give them two minutes to brainstorm ideas. Have each group appoint someone to record their responses.

For example:

A letter is like an onion because:
- you have to peel away some layers to get to the good stuff
- it can make you cry
- it can add flavour to life
- it is food (for thought)
- it is avoided by little kids
- it can linger
- it is composed of many layers
- it can grow
- it has many practical uses.

- How is a letter like a time bomb? a knife? a cabin in the woods? a boat on the open sea? a promise? a double bacon cheeseburger?

- How is receiving a letter like carrying a crystal bowl? owning a pet? opening a door? looking into the night sky? creeping into a cave? listening to a piece of music? eating a snack?

- How is writing a letter like building a go-kart? playing the harmonica? making gingerbread men? looking for something in the dark? tinkering with a motor? guessing cloud shapes? attending a garage sale?

The Letter: An Introduction

Governments have risen and fallen through letters. Lives and loves have begun and ended with letters. This is a presentation from the rich world of letters—letters from history, from literature and from personal lives. This unit presents many choices. Do as little or as much as suits your purpose. Pick and choose. Change, adapt and revise. But by all means enjoy!

This unit looks at the things we might wish to communicate in personal letters. There are suggestions for writing "about" or "to" people or things that matter to us. Letters may be formal—applications, requests and open letters—as well as light and humourous notes. Letters are sometimes pivotal to the plot or meaning of a piece of literature. Students are encouraged to create letter-literature in the form of poems, children's stories and essays.

We also voice our opinions and concerns about issues and events through letters. Some activities encourage students to critically examine such letters and to write their own letters about matters that interest them. Letters from history can make strong connections with social and human interest themes. Provide students with brief background information as a context for historical letters.

What cannot letters inspire? They have souls; they can speak; they have in them all that force which expresses the transports of the heart; they have all the fire of our passions. They can raise them as much as if the persons themselves were present. They have all the tenderness and the delicacy of speech, and sometimes even a boldness of expression beyond it. Letters were first invented for consoling such solitary wretches as myself! . . . Having lost the substantial pleasures of seeing and possessing you, I shall in some measure compensate this loss by the satisfaction I shall find in your writing. There I shall read your most sacred thoughts.

(from the letters of Heloise to Abelard)

Personal Letters to Places or Things

- Have students write a letter to a place they remember fondly or dislike intensely.
- Have students write to an inanimate object. This could be used for theme writing. For example, at Thanksgiving, the inanimate objects could be turkey dressing or cranberry sauce. For Christmas, students could write to an unopened present, a department store, a bank book, a tree or an ornament. For an end-of-the-year booklet students could write to something they are leaving behind.

Here are some examples of letters written by students.

Letters frighten me more than anything else in life. They contain greater possibilities of murder than any poison. I think you ought only to write to a person when you are in the same place and quite certain to see them. When a letter is a continuation of presence it is all right, but when it becomes a codification of absences it is intolerable... Please write to me...
(Elizabeth Bibesco)

Dear Old Duffield School:

I've learned a lot in your walls. I've found many friends who are important to me. I've enjoyed all your offerings like volleyball, basketball and track. They have given me confidence, taught me patience and sportsmanship too.

This summer as I pack to move, I'll be thinking of all I'm leaving behind in you. I'll remember dear friends and teachers who cared.

I'll make new friends in the new school, I'm sure. But wherever I am in my life, I'll look back and remember these years. The fun, the laughter, as well as the hurts and the work.

I'll think of you, Duffield, where I felt at home. So long—and

Thanks for the memories,

Rhonda

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Dear Tonsils,

We have been close for many years—in fact, inseparable from birth. You have served me well for many years, but lately you have let me down.

I have had to miss three basketball games and the class swimming party because of you and enough is enough. I've noticed you haven't looked well either. The doctor recommends we part company as soon as possible.

Farewell.

Sincerely,

Joey

Dear Locker #379,

I have never taken the time to tell you how much I appreciate your sturdy support this year. I remember wondering how I would keep fourteen dead lunches, eleven binders, countless useless newsletters, seven pairs of sweats and a can of hair spray—not to mention textbooks—together when I first arrived in September. The thing I like best about you is you are always there for me (between #378 and #380 who aren't as classy as you are). Unfortunately, you're not refrigerated. (Sorry about those lunches.) However, you've given me 200 days of excuses to get out of class.

We were a great combination,

Allison

So You'll Know How I Feel

GRATITUDE

- Have students write a letter to someone close to them expressing their feelings and remembering particular special experiences. This activity is appropriate at Thanksgiving, Christmas, Mother's Day or Father's Day. The letters should be mailed even if the recipient and the writer live in the same house.

  Here are some suggestions for getting started:

  There are many things in my life—possessions, people and experiences—for which I am grateful.

  Taking inventory this Thanksgiving, I realized just how much I have to be thankful for.

  Of all the (people or things) I value, __________ stands out above the rest.

  Dear ______, Of all the parts of my world, possessions and experiences, I value you (our relationship, your person, your love, etc.) the most.

  Thinking back to when I was born, I am thankful for many blessings (people, experiences and things I have valued).

  I am a fortunate person—even a wealthy person in many respects. This Thanksgiving I have tallied my wealth and found these many treasures are mine.

FEARS

- Create a letter that discusses your fears. Write to anyone you like. Write to a friend, a parent or even yourself. Expand your feelings, express your opinions, your thoughts, your anger, your joy. Choose one of these topics or create your own:

  - There are times when I get angry
  - Growing up is difficult at times
  - Keeping friends happy is definitely harder than it seems
  - Parents can be hard to train
  - My Dad is a great guy
  - Mum is my best friend

- Love . . . what is it
- Grief is a difficult emotion
- My brother is either wonderful or I want to strangle him
- I can't stand cheaters
- Divorce
- I haven't got a clue about what I'm going to do in the future
- My friends are putting a lot of pressure on me
- Teachers bug me
- Drugs
- Others—television, religion, pollution, sports, movies.

LOVE

- Read a love poem to students and have them re-read it themselves. Discuss the meaning of the poem. Encourage students to discuss the difficulty we all experience at times sharing our feelings with others. (See "New Voices 2" in *Literature, Language and Composition*, 1982.)

- Write a love letter as if you were one of a pair of famous lovers:

  Mickey and Minnie
  Romeo and Juliet
  Cinderella and Prince Charming
  Cyrano and Roseanne
  Donald Duck and Daisy
  Sir Lancelot and Guinevere
  Robin Hood and Maid Marion
  Napoleon and Josephine
  Lady and the Tramp
  Charlie Brown and the little Red Headed Girl
  Kermit and Miss Piggy
  Edward and Mrs. Simpson
  Wayne and Janet Gretzky
  Rhett Butler and Scarlet O'Hara
  Frosty the Snowman and Crystal
  Hiawatha and Pocahantas.

In a man's letters, you know, madam, his soul lies naked.
(Dr. Johnson)

- Read the short story, "Dear Bill, Remember Me?" by Norma Fox Mazer (from *Responding to Reading - Level C* , 1983).

- An invalid nineteenth-century poet wrote letters to her lover, Robert Browing. Later published as *Sonnets from the Portuguese*, these became part of classical literature. The most famous of Elizabeth Barrett Browning's poems begins "How do I love thee? Let me count the ways . . ."

MORE PERSONAL LETTERS

Students might wish to look for the following books, which contain good examples of personal letters:

Shakespearean Sonnets

The Prettiest Love Letters in the World, translated by Hugh Shankland

Letters to Judy—What Your Kids Wish They Could Tell You, by Judy Blume

The World's Greatest Letters, edited by M. Lincoln Schuster

I Want To Go Home, by Gordon Korman

Bless the Beasts and the Children, by Glendon Swarthout

Hearts, Cupids and Red Roses, the Story of Valentine Symbols, by Edna Barth.

Letters of Advice

- As a warm-up, have students become "Dear Abby" and answer this letter for fun:

Dear Abby,
I'm a junior high Language Arts teacher and like Rodney Dangerfield, "I don't get no respect!" My classes are gruesome. Students snore in class, some fall out of their desks in a deep sleep. Some stare blankly out of the windows and drool and some even doodle on the walls or the back of their classmates' heads.

Help! How can I "liven up" my classes?

Troubled In Tofield

- Have each student write a letter asking for advice on a real or imaginary problem. Students should use an anonymous descriptor (e.g., Angry in Edmonton). Put all the letters in a box. Have students select a letter (not their own) and answer it. Students should be encouraged to go to other sources when they write their answer. Letters and answers could be posted on a bulletin board for everyone's enjoyment.

- Have students research and bring addresses, phone numbers, magazine examples of sources of advice to class. Supplement these lists with suggestions of your own, depending on what your community offers. For example:

  - Suicide hotlines
  - AADAC addresses and phone numbers
  - Ann Landers' address
  - Homework hotline
  - Family agencies
  - Family and Social Services
  - Your own school counsellor or peer support team.

MORE LETTERS OF ADVICE

"A Father's Advice to His Son," by Carl Sandburg; " Polonius' Advice to His Son," by William Shakespeare (see *Reflections*).
" Youth Hot Line," (see *Contexts Skills Two*).
"Words to a Grandchild," by Chief Dan George (see Alberta Heritage Series).

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Letters for Jobs

LETTERS OF APPLICATION

- Discuss the importance of letters of application. Students should be aware that many employers grant job interviews based on written applications for a position. If the letter does not impress the employer, the applicant could be given no other opportunity to prove that he or she is qualified for the job.

- A letter of application must present the writer in a positive light without sounding conceited or making false statements. You can't, for example, say you are the best person for the job, because you don't know the qualifications of other applicants. In a letter of application, the writer tries to create a positive impression by supplying specific, relevant details. It won't do to write about the job being offered. The employer knows about the job, and wants to know about the applicant.

Letters, such as written by wise men, are, of all the words of men, in my judgment, the best.
(Francis Bacon)

Students may be interested in letters of application written by famous people. Your school librarian might be able to suggest some reference books for letters.

- In small groups, list characteristics, attributes, interests and experiences that could be included in an application for jobs like the following:

  lifeguard
  messenger
  car wash attendant
  recreation assistant
  waiter.
  gas station attendant
  hairdresser's assistant
  paper carrier
  grounds maintenance person

- Have a job competition.

  1. Have students write a letter of application for one of the jobs "posted" by the teacher. These should be signed with a fictitious name. Students or teachers from another class could select those they would interview. Remember that general appearance of the letters and correct form are also important.

  2. Discuss the letters of the selected candidates. In what ways were they better than those not selected?

Remind students that if they are applying by letter for a job, they should ask a fellow student, parent or teacher to help revise the letter before sending it. Even though a mechanic does not have to be a "Spellathon Champion," the writer who applies for a job as a "meckanik for you're garrage" probably has a weak chance of being hired.

Additional Resources for letters of application can be found through your regional local office of Career Development and Employment.

LETTERS OF REFERENCE

- Discuss how a letter of reference can help you get a job. Letters of reference may refer to a person's character as well as her or his ability to do the job. Ask students what they would look for in a letter of reference for someone applying to them for the job of teacher or parent.
- Have students interview a partner, to discover their strengths, interests, experiences and abilities; then students write a letter of reference for their partner.

LETTERS ABOUT JOBS AND MORE

Letters of a Businessman to His Son, by G. Kinsgsley Ward.

The Communal Thank-You Letter

- Twenty-seven three-line thank-you letters that all say the same thing can be boring for the writers and for the reader. After a field trip, try a class thank-you letter. Ask students to write three detailed statements, using one or more of the following stems:

  I enjoyed . . .
  I learned . . .
  I thought . . .
  I saw . . .
  I never realized . . .

  Select one or more comments from each student to compose the letter.

- This would also make an interesting letter of invitation to a school function:

  You will enjoy . . .
  You may want to bring . . .
  There will be . . .
  Look forward to . . .
  Look for . . .
  You will see . . .

Use this idea for thanking a graduation committee or speaker, teachers who have organized a school activity, the coach of a team. Or, use it as an action letter to a community organization.

Letters of Request

- There are many things you can obtain for little or no money, by writing a letters. Things like:
  - posters
  - pamphlets
  - information
  - maps
  - brochures with pictures of things.

  "S.A.S.E." means "self-addressed stamped envelope." If you are sending away for something and they ask for an S.A.S.E., that means you have to enclose an envelope addressed to yourself, with a stamp on it for the correct postage. If you are writing to the United States, you can't send a self-addressed stamped envelope, because it would have to be an American stamp to be mailed out of an American post office. You might, in that case, have to send a small amount of money to cover postage.

  When writing to request information or pamphlets or materials, it's nice to say the source of your interest. You might say something like:

  - I am doing a project for school on . . .
  - We are doing a social studies project on animals and I am interested in (type of animal)
  - I see in a book of things that I can write for that you have brochures on . . .
  - I would very much like to have the brochure on (type of animal) because . . .
  - You have advertised free posters on . . . space program in the U.S. Because I am fascinated by space and am interested in the journeys into space by American astronauts, I would really like to have this poster.

See the book *Free Stuff for Kids* (new edition yearly).

Fan Letters

- Write a fan letter to someone you admire.

  Tell that person how you first got to know about him or her and what you have read or studied or followed on TV about him/her. Say why you admire that person and what interests or ambitions you have in common. Tell something about yourself that will give a sense of who you are. Ask questions that are important to you.

  - Did you think when you were my age you would become . . .
  - Why . . .?
  - How . . .?
  - What . . .?

  Make sure that your return address is in the letter as well as on the envelope.

The public will always give up its dinner to read love letters.
(George Jean Nathan)

Some addresses for fan clubs are included in the appendix.

"Pet Peeve" or Complaint Letters

- Write a letter to a real or imaginary person/group/association complaining about a "pet peeve" or something that bothers you.
  - Write to your school principal complaining about final exams.
  - Write to the NHL about violence in professional hockey.
  - Write to students in general about people who slam their lockers.
  - Write to teachers about homework.
  - Write to parents about being grounded.

Letter of Apology

- Bedbug letter—According to an old story, a guest at a famous hotel was bitten by a bedbug one night and on returning home wrote a letter of complaint. He received an apologetic letter claiming that this had never happened before; however, the guest's letter was enclosed, with the notation scrawled across the top: "Send him the bedbug letter." Ever since, the expression bedbug letter has meant a form letter apologizing for poor service or a defective product.

A Message in a Bottle

- Most letters are written to some specific reader, even if it is to someone we don't know. A message in a bottle is written to a total stranger, because you never know who will find the bottle. Discuss how this might affect what you say and how you say it.

- Write a "bottle" message from:

  - a person being held prisoner
  - a person with a message for the world
  - a person marooned on an island
  - a person seeking romance or adventure.

Letter to a Pen Pal

- Students can find pen pals through:

  - youth magazines such as "World"
  - consulates from other countries
  - world-wide pen pal organizations—These organizations have members in over 120 countries. If you write to one of the addresses below, they'll send you application forms and tell you about their fees (around $7) for finding you a pen pal. Attention: Teachers, Girl Guide/Boy Scout leaders, 4H club leaders: International Pen Friends has a special service and special rates for groups 10 to 17 years old.

  Use paper and an envelope. You must enclose a long, self-addressed, stamped envelope (no stamp on the self-addresssed envelope for U.S. address). Ask for pen pal information and application forms.

Write to: International Pen Friends
1-590 Bearinger Road
Waterloo, ON
N2L 6C4

International Friendship League
Dept. C.
55 Mount Vernon Street
Boston, MA 02108
U.S.A.

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Letters to and from Fictional Characters

FAIRY TALES AND NURSERY RHYMES

- Discuss what it would be like to receive a letter from Snow White, Peter Pan or Little Red Riding Hood. Have older students respond as fairy tale or nursery rhyme characters to letters written by younger students from another classroom. Cross-graded activities allow for social and academic interaction. These arrangements heighten accommodation of students' differences and create leadership opportunities for older students.

LETTERS TO CHARACTERS IN NOVELS

- Have students write letters to characters in literature. The letters could ask questions, give suggestions or express opinions.

LETTERS IN LITERATURE

Letters can provide literature with a narrative structure, with the clue to solving a mystery, and with insight into characters. Here are some examples students will enjoy reading:

"Dream of the Black Mother," by Kalangano (see *ABCs of Creative Writing*)
"Mother to Son," by Langston Hughes (see *Contexts 2 Anthology*)
"The Torn Invitation," by Norman Katkav (see *Explorations*)
"The Manly Heart," by Hugh Garner (*Time of Your Life*)
"Whatfor to 3 Who Stole my Shovel," by Phyllis Gotlieb (see Bell Anthology series)
"Jim the Scratch," by Mark Hellinger (see *Against All Odds*)
"Pigs Is Pigs," by Ellis Parker Butler (see *Strawberries and Other Secrets*)
"Man Who Finds His Son Has Become a Thief," (see *Reflections*)
"All the Years of Her Life," by Morley Callaghan
Murder on the Orient Express, by Agatha Christie
How To Eat Fried Worms, by Thomas Rockwell
Tiger Eyes, by Judy Blume
Dear Mr. Henshaw, by Beverley Cleary
The Jolly Postman and Other People's Letters by Janet & Allan Ahlberg
The Outsiders, by S.E. Hinton
The Pigman, by Paul Zindel
Letters in the Bible, e.g.,Romans, Corinthians, Galatians, Ephesians.

There are certain people whom one almost feels inclined to urge to hurry up and die so that their letters can be published. It is chiefly—perhaps only—in letters that one gets the mother-of-pearly shimmer inside the oyster of Fact.
(Christopher Morley)

Letters to Authors

GUIDELINES

Authors enjoy hearing from people who have read their books. Most authors answer readers' letters and some even send a picture. Share something about yourself when you write to an author. Tell about your hobbies or interests. That sometimes gives the author ideas for a reply letter. Also include comments about their books; mention the title, since some authors have written many books.

Don't just say, "I liked your book." Think about why you liked it. What parts were sad, exciting, beautiful or meaningful to you for some reason?

Some of these phrases might help you make your letter interesting.

- I was surprised when I got to the part where . . .
- The best part was . . .
- Something/someone/someplace reminded me of . . .
- Reading your book helped me understand . . .
- (Title/character's name) made me feel . . .
- Now I know a little bit more about what it would be like if . . .
- Your book made me wonder about . . .
- After reading (title) I wish that . . .

Finish with some comment about the author's future work.

- Maybe you will write about . . .
- I hope you write . . .
- Maybe you will have a character in your book with my name.

Check with your librarian for an address for an author or publisher. Make sure your home address is on the letter as well as on the envelope.

Letters for Primary Readers

- Have students read *The Letter, a Frog and Toad Story,* by Arnold Lobel and introduce them to Janet and Allan Ahlberg's book, *The Jolly Postman*. Using a letter theme or format, encourage students to write children's stories for primary students. These could be shared with a cross-graded buddy or a class through oral reading sessions. A copy of each book could be put in the library or presented to a primary buddy. Some could be made into big books as a group art project.

  Other references that your students can use to write children's stories:

  The Berenstain Bears Meet Santa Bear, by Stan & Jan Berenstain

  Piggybook, by Anthony Browne

"Letterary" Cafe

As long as there are postmen, life will have zest.
(William James)

- Select an afternoon or evening to present parents with students' works or excerpts from literature that students admire.

  Have students plan and set up the cafe. They might use:

  small tables
  tablecloth (red checkered, of course)
  dripping candles
  goodies (simple—juice, cookies).

  Have students then read to their friends and parents some of the things they have written. They could also choose a piece of literature, a short excerpt or poem from literature that they enjoyed in the unit.

  Not every student would have to take part. Perhaps those not reading could be the set-up crew.

  Have your principal and some teachers "wait table." Perhaps a staff member or student could sing or play the guitar. Invite some adults (the mayor, a local artist or actor) to present as well.

Letters That Take Issue

- Controversial topics often prompt an exchange of letters. People write letters to express their points of view to editors of publications, politicians, broadcasters or decision makers.

  These letters on issues are best done in small groups of three or four students of mixed ability. Co-operative strategies will enhance individual participation and group success. Suggestions for effective collaboration are given here.

  Teachers should supply newspapers and current magazines. (Excellent resources are: *Time, Newsweek, Sports Illustrated, Equinox, MacLeans*).

  Teachers may wish to use these student sheets for discussion only, or they may provide direction for extended projects where students take an issue by writing authentic letters that are mailed to magazines, newspapers or the individuals involved. Teachers may wish to present students with choices from the activities presented.

Towards More Effective Collaboration

When students work in groups or discuss in groups, certain techniques will aid and strengthen the interactive process:

- Encourage face-to-face interaction of students participating in a group.

- Ensure positive interaction by imposing some of the following requirements:
  - give group members specific role
  - divide the content among them
  - have them create a single product
  - require them to reach a consensus
  - have them share common materials, a common goal and a common reward.

- Ensure individual accountability by imposing some of the following requirements:
  - each member must contribute at least one (or more) comments
  - each member must be able to answer for the group in a random appointment of a speaker

  - each member must be able to explain, justify, give evidence for the group's answer
  - each person must be able to demonstrate knowledge of the group's work or conclusion.

- Ensure growth in social skills by demonstrating and clarifying exactly what is meant by "courtesy" or "participation" or "encouragement" by teaching, modelling, recognizing and rewarding the use of the skill.

- Ensure growth in group and individual processing by asking students to reflect on how well they functioned as a group on the assignment
  - have them state what they did well in the academic or social aspect of the interaction
  - have them identify a plan for improvement of accomplishing the goal of the group on another occasion.

For further information and strategies for implementing co-operative learning, refer to any of David and Roger Johnson's books; *Cooperation in the Classroom, Advanced Cooperative Learning, Leading the Cooperative School, Circles of Learning, Structuring Cooperative Learning: Lesson Plans for Teachers.*

SOME LETTERS ABOUT ISSUES

Moonshadow of Cherry Mountain, by Doris Buchanan Smith

How It Feels To Be Adopted, by Jill Krementz

Dear World/Cher Monde, The Canadian Children's Project

Kids Write to Save the Children, Macmillan Illustrated Almanac for Kids

Nuclear Arms Perspectives from Editorial Cartoons, by Marlene Thompson (*Edmonton Journal*)

A Letter That Made a Difference

SAMANTHA SMITH

In 1983, fifth-grader, Samantha Smith of Manchester, Maine, wrote to then Soviet Premier, Yuri Andropov, asking him "whether he would vote to have a war or not." He invited her and her parents to spend two weeks in the Soviet Union. The Smiths visited the Soviet Union and Samantha said in a subsequent news conference that she had been convinced that the Soviets would not wage a nuclear war. After she returned, Samantha hosted a television special called "Samantha Smith Goes to Washington—Campaign, 1984" in which she interviewed the presidential candidates about their interest in world peace. Samantha died in a plane crash when she was only thirteen. Her letter received international attention and helped foster peace initiatives.

ISSUES

- What makes something an issue?
- What are some important issues for you as a student? List two major concerns you have with respect to:
    - your school life
    - your community or town
    - your family
    - your country.
- What, in your opinion, is the most important issue in the news right now?

ISSUES IN THE NEWS

Bring samples of editorial pages from a newspaper; discuss their purpose, content and layout. Then have students work in groups on this activity.

- Bring a newspaper article on an issue important to you.
- Present your article to your group and state your feelings on the issue.
- Identify as a group the opposite viewpoints for your article.
- Jot down statements that summarize the opposing views.
- Write a "letter to the editor" of the source newspaper expressing your views on your issue.

An Action Letter

- Write an open letter to someone in your school or community about something that you think should be done. This could be an action to thank or support someone or some organization, or it could suggest action to change a situation you think is dangerous or problematic for some reason. You might write to:

    - a political figure (a mayor, MLA or premier)
    - a controversial figure
    - a service organization (parks and recreation, sports association)
    - a newspaper or magazine
    - a business
    - anyone you wish to write.

  Display the letter on a bulletin board, or mail it to the party concerned.

Open Letters

This is a letter that is read publicly, written to a person and group to whom you wish to express your views. It is not intended solely for the person(s) to whom it is addressed.

Think of a book that you have read which raises an issue of particular interest to you. Write a letter to that author, following the guidelines already given for writing to authors.

This type of letter usually takes the form of an essay. It should include:

- a clear statement of your point of view
- a coherent development of your arguments based on your opinions and reasons, others' opinions, facts and statistics, examples and details
- a reasonable, concise conclusion.

This could be comic or serious, but must be constructive and not abusive.

A Letter of Commendation

- Write a letter of praise for good service, a good product or a good action. You could write to a local restaurant, a business or a person to tell them why you are pleased with them.

  In your letter tell them exactly what it is that pleases you about them. Say why it is important to you that they do what they do.

  Compliments and praise, especially in writing, add goodness and energy to the world. Those who receive such letters feel happy to know their efforts make someone happy. It helps them to keep working, keep smiling or keep giving their time for others. So by writing such a letter you will be making ripples of goodwill.

Letters for All Seasons

SEPTEMBER

1. Write a letter to yourself outlining your goals and plans for the year. Plans are specific descriptions of how you will accomplish your goals. Teachers should keep a copy of those for follow-up assignment in June.
2. Write a letter introducing yourself to your teacher and classmates. Make a bulletin board display of these and have students try to identify their classmates before the end of the day.
3. Write a letter to some school staff member expressing interests and expectations. This could be a letter to the librarian saying that you hope to find a certain author's book in the school library.
4. Prepare an open letter for your students introducing yourself and expressing your plans and expectations.
5. Leave brief notes on desks as encouragement and recognition.

OCTOBER

1. Write a letter to a special person in your life and send it to them for Thanksgiving. (Cross-reference)
2. Write letters from a misunderstood monster, e.g.,"Frankenstein's complaint."
3. Write a letter preparing your parents to receive "the report card," or explaining your report card.

NOVEMBER

1. Write a letter to a peace organization, the legion or an open letter to a soldier.
2. For Career Education Week, write a letter applying for the career you are most interested in.

DECEMBER

1. Letters can be gifts. Write to a grandparent or a special person telling them how they have been important to you.
2. Write promise letters or vouchers as gifts for people, e.g.,"good for one week's taking out the garbage."
3. Write a novelty Christmas letter for publication, e.g., from the union boss of the elves to Santa.
4. Write cross-graded letters with primary students whose letters to Santa can be answered by junior high students. Chill these before delivering.

JANUARY

1. Reread September letter to yourself. Answer the letter evaluating how you are doing with the goals you set at the beginning of the year. You also may need to give yourself some additional motivation and advice.
2. Write a letter to a coach of one of your teams (hockey, skating, basketball, gym, etc). Indicate your appreciation of what they are doing as well as a suggestion or question you might have.
3. Write a letter to a travel agency trying to convince them to send you on a fact-finding tour to a tropical country during the cold Alberta winter.

FEBRUARY

1. Valentines—write a rebus letter to someone who would least expect it. Do not sign your name.
2. Design a greeting card for someone you admire. Let them know what it is you admire about them.
3. Write a letter to the Pennsylvania Groundhog after Groundhog Day. Let him know how you feel about the shadow experiment on his day.
4. Write a letter to the provincial government indicating your support of the "Family Day" holiday.

MARCH

1. Write a letter to the weatherman requesting the arrival of spring. It could also be done in the form of an invitation.
2. Write a letter to one of your hockey heroes. Give them some encouragement for the season finish and the playoffs.
3. Write a letter requesting a leprechaun tour to the end of the rainbow.
4. Write a letter to a fashion magazine stating your opinion about the upcoming spring and summer fashions.

APRIL

1. Write a letter to your favourite fool!
2. Education Week—Write a letter inviting parents, grandparents, to Education Week activity. Be sure to give all relevant information.

MAY

1. Write special Mother's Day letters or greeting cards.

JUNE

1. Write farewell letters
   - for next year's students
   - goodbye & thanks to staff members
   - goodbye to students leaving
   - goodbye to the school
2. Write special thank-you letters or greeting cards to Dad, Grandpa or favourite uncles.

More Letter Writing Activities

SUNSHINE CIRCLE ACTIVITY

Try this activity three or four times per year to help build self-esteem, group cohesion and class morale. The teacher should also participate. This is a "pass-along" activity, so the order for passing completely around the group must be determined in advance.

1. Each person should have at least one sheet of lined paper. Write your name on the top (it may be a good idea to use only one side of the paper and to leave a space between each note).

2. Pass paper to the first writer. Each writes a positive note to/about the person whose name is at the top. The writer should be encouraged to sign their name or initials. Allow about three or four minutes to begin with. As the group gets into the spirit, the time may be reduced.

3. Exchange letters again, passing throughout the complete circle. Students may read previous comments before adding their own. Eventually everyone will have written a positive note on everyone else's papers and the "circle of sunshine" will be completed. The "warm fuzzy" letter is sent back to the original person.

Students enjoy sharing these with each other and extending the activity with talk.

The students and teachers may want to keep these "sunshine notes" at the front of their binders to refer to on those days when they feel unloved.

Repeat the activity at various times of the year, encouraging more specific comments as students know each other better.

GRAFFITI BOARD

As part of a letter theme or as a separate activity, begin a graffiti board. Tack up a large mural-size sheet of paper and encourage students to leave notes and messages to each other. In a discussion with students, determine some guidelines for appropriate messages.

DEAR TEACHER

As an ongoing activity, the teacher might set up a giant envelope in the classroom. Students might write notes and letters to the teachers. Of course, the teacher MUST respond.

Some students who are reluctant to verbalize may feel more comfortable exchanging letters.

YEAR-END POSTER LETTERS

Ask student groups to create a poster-size letter to welcome and give advice to the following year's students. As experienced students from your class, they are no doubt expert in giving useful advice.

The teacher may keep these and have them displayed at the beginning of the following year.

TEACHERS WRITE LETTERS

Let us know if you have enjoyed any of these activities, had some positive experiences or received some fabulous and unique products.

Perhaps you've got some ideas to add. Pen a line to the authors.

County of Parkland No. 31
Bag 250
Stony Plain, AB
T0E 2G0

Appendix

Addresses for Hockey

Boston Bruins
150 Causeway Street
Boston, MA 02114

Buffalo Sabres
Memorial Auditorium
Buffalo, NY 14202

Calgary Flames
P.O. Box 1540, Stn. M
Calgary, AB
T2P 3B9

Chicago Black Hawks
Chicago Stadium,
1800 W Madison Street
Chicago, IL 60612

Detroit Red Wings
Joe Louis Sports Arena
600 Civic Centre Drive
Detroit, MI 48226

Edmonton Oilers
7424 - 118 Avenue
Edmonton, AB
T5B 4M9

Hartford Whalers
One Civic Center Plaza
Hartford, CT 06103

Los Angeles Kings
3900 West Manchester Blvd.
Box 10 - The Forum
Inglewood, CA 90306

Minnesota North Stars
Met Centre, 7901 Cedar Ave. S.
Bloomington, MN 55420

Montreal Canadiens
2413 St. Catherine St West
Montreal, PQ
H3H 1N2

New Jersey Devils
Brendan Byrne Arena, Box 504
Rutherford, NJ 07073

New York Islanders
Nassau Veterans Memorial East
Coliseum
Uniondale, NY 11553

New York Rangers
Madison Square Garden
4 Pennsylvania Plaza
New York, NY 10001

Philadelphia Flyers
The Spectrum, Pattison Place
Philadelphia, PA 19148

Pittsburgh Penguins
Civic Center
Pittsburgh, PA 15219

Quebec Nordiques
Colisee de Quebec,
2205 Ave du Colisee
Quebec PQ
G1L 4W7

St. Louis Blues
The Checkerdome
5700 Oakland Ave.
St. Louis, MO 63110

Toronto Maple Leafs
Maple Leaf Gardens
60 Carlton Street
Toronto, ON
M5B 1L1

Vancouver Canucks
Pacific Coliseum
100 North Renfrew Street
Vancouver, BC
V5K 3N7

Washington Capitals
Capital Center
Landover, MD 20786

Winnipeg Jets
15, 1430 Maroons Road
Winnipeg, MB
R3G 0L5

Addresses for Football

B. C. Lions
P.O. Box 69010, Station K
Vancouver, BC
V5K 4W3

Calgary Stampeders
McMahon Stadium
1817 Crowchild Tr. N.W.
Calgary, AB
T2M 4R6

Hamilton Tiger Cats
P.O. Box 172
Hamilton, ON
L8N 3A2

Winnipeg Blue Bombers
1465 Maroons Road
Winnipeg, MB
R3G 0L6

Ottawa Rough Riders
Lansdowne Park
Ottawa, ON
K1S 3W7

Saskatchewan Roughriders
P.O. Box 1277
Regina, SK
S4P 3B8

Toronto Argonauts
Exhibition Stadium
Exhibition Place
Toronto, ON
M6K 3C3

Publishers

Addison-Wesley Publishers Ltd.
26 Prince Andrew Place
P.O. Box 580
Don Mills, ON
M3C 2T8

Albert Whitman & Co.
5747 W. Howard St.
Niles, IL 60648

Atheneum Publishers
MacMillan Pub. Co. Inc.
866 Third Avenue
New York, NY 10022

Doubleday Canada Ltd.
105 Bond Street
Toronto, ON
M5B 1Y3

Duncan Emrich
2029 Connecticut Ave. N
Washington, DC 20008

Fitzhenry & Whiteside
195 Allstate Parkway
Markham, ON
L3R 4T8

Follet Press
1000 W. Washington Blvd.
Chicago, IL 60607

Four Winds Press
MacMillan Pub. Co. Inc.
866 Third Avenue
New York, NY 10022

Franklin Watts of Canada
20 Torbay Road
Markham, ON
L3R 1G6

Garrard Publishing Co.
2900 Turtle Creek Plaza, No. 550
Dallas, TX 75219

Good Apple, Inc.
P.O. Box 299
Carthage, IL 62321-0299

Greenwillow Books
Div. of William Morrow & Co.
105 Madison Avenue
New York, NY 10016

Grosset & Dunlop
The Putnam Publishing Co.
200 Madison Avenue
New York, NY 10016

H.W. Wilson Co.
950 University Avenue
Bronx, NY 10452

Harper & Row
10 East 53 Street
New York, NY 10022

Harvest House
1200 Atwater Avenue, Suite 1
Montreal, PQ
H3Z 1X4

Hollinger House
25 Hollinger Road
Toronto, ON
M4B 3G2

Julian Messner
Simon & Schuster Inc.
190 Sylvan Avenue
Englewood Cliffs, NJ 07632

Little Brown & Co. (Canada)
146 Davenport Road
Toronto, ON
M5R 1J1

Lothrop, Lee & Shepard
Div. of William Morrow & Co.
105 Madison Avenue
New York, NY 10016

Macmillan of Canada
29 Birch Avenue
Toronto, ON
M4V 1E2

McClelland & Stewart Ltd.
481 University Ave., Suite 900
Toronto, ON
M5G 2E9

McGraw-Hill Ryerson Ltd.
330 Progress Avenue
Scarborough, ON
M1P 2Z5

Musson Publishing
30 Lesmill Road
Don Mills, ON
M3B 2T6

Nelson Canada
1120 Birchmount Rd.
Scarborough, ON
M1K 5G4

Pinetree Media Ltd.
P.O. Box 369
Milton, ON
L9T 4Y9

Prentice-Hall Canada Ltd.
1870 Birchmount Road
Scarborough, ON
M1P 2J7

Rand McNally & Co.
P.O. Box 7600
Chicago, IL 60680

Random House of Canada Ltd.
1265 Aerowood Drive
Mississauga, ON
L4W 1B9

Scholastic-TAB Publications
123 Newkirk Road
Richmond Hill, ON
L4C 3G5

School Books Fairs Ltd.
2201 Dunwin Drive
Mississauga, ON
L5L 1A3

School Services of Canada
66 Portland Street
Toronto, ON
M5V 2M8

Silver Burdett Pr.
190 Sulvan Avenue
Englewood, Cliffs NJ 07632

Sunburst Communications
P.O. Box 3240, Stn. F.
Scarborough, ON
M1W 9Z9

Thomas Y. Crowell Co.
10 E. 53rd. Street
New York, NY 10022

Addresses for Authors

Abingdon
201 - 8 Avenue
South Nashville, TN 37202

Anglund, Joan Walsh
Old Redding Road
Weston, CT 06880

Balian, Lorna
Route 2
Hartford, WI 53027

Bradfield, Roger
939 Arbolando Road
Santa Barbara, CA 93103

Bridwell, Norman
Box 869
Edgartown, MA 02539

Dr. Seuss
c/o Random House
201 East 50 Street
New York, NY 10022

Keats, Ezra Jack
444 East 82 Street
New York, NY 10028

Kellogg, Steven
Bennett's Bridge Road
Sandy Hook, CT 06482

Kelly, Jim
1234-5 Avenue
San Francisco, CA 14121

Kronby, Madeline
c/o Magook Publishers
254 Hartley Dr.
Toronto, ON
M4A 1G1

LaBrecque, Claude X.
R.R.#3, Blackacre
Gananoque, ON
K7G 2V5

Lee, Dennis
107 Summerhill Avenue
Toronto, ON
M4T 1B1

Little, Jean
198 Glasgow Street
Guelph, ON
N1H 4X2

Mackay, Claire
6 Frank Crescent
Toronto, ON

Manushkin, Frank
c/o Harper & Row Pub.
10 East 53 Street
New York, NY 10022

McGill, Jean
190 Colin Ave., Apt. 501
Toronto, ON

McKim, Audrey
49 Glen Elm Ave., Apt.307
Toronto, ON
M4T 1V2

Peet, Bill
11478 Laurelcrest Rd.
Studio City, CA
AUTOBIOGRAPHY
available from:
Children's Book Dept.
c/o Houghton Mifflin Co.
2 Park Street
Boston, MA 02107

Sachs, Marilyn
733-31 Avenue
San Francisco, CA 94102

Sendak Maurice
200 Chesnut Hill Road
Ridgefield, CT 06877-10022

Viorst, Judith
3432 Ashley Terrace
N.W. Washington, D.C. 20028

Wiseman, B.
25 Cherry Lane
Wilton, CT 06897

Mowat, Farley
c/o Little, Brown & Co.
146 Davenport Road
Toronto, ON
M5R 1J1

Piper, Eileen
39 Churchill Avenue
Willowdale, ON

Rey, H.A.
c/o Houghton Mifflin Co.
2 Park Street
Boston, MA 02107

Schulz, Charles
#1 Snoopy Place
Santa Rosa, CA 95401

Steig, William
Farrar, Straus & Giroux Inc.
19 Union Square West
New York, NY 10003

Wildsmith, Brian
c/o Oxford University Press
Ely House, 37 Dover Street
London, England W1X 4AH

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